

Moreno Valley Unified School District
ARRA School Improvement Grant

SIG Form 1—Application Cover Sheet


**School Improvement Grant (SIG)
Application for Funding**

APPLICATION RECEIPT DEADLINE

July 2, 2010, 4 p.m.

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Riverside		County/District Code: 33-6712	
Local Educational Agency (LEA) Name Moreno Valley Unified School District		LEA NCES Number: 0625800	
LEA Address 25634 Alessandro Blvd.		Total Grant Amount Requested \$1,523,916.	
City Moreno Valley		Zip Code 92553	
Name of Primary Grant Coordinator Laura Strachan		Grant Coordinator Title Principal, March Mountain High School	
Telephone Number 951-571-4800	Fax Number 951-571-4805	E-mail Address lstrachan@mvusd.net	
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.			
Printed Name of Superintendent or Designee Dr. Nicolas Ferguson, Interim Superintendent of Schools		Telephone Number 951-571-7500	
Superintendent or Designee Signature 		Date 8/30/10	

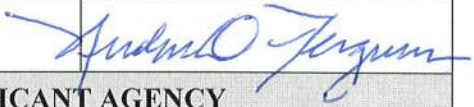
Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

[illegible]


Moreno Valley Unified School District
ARRA School Improvement Grant

SIG Form 2—Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
33-67124	Moreno Valley USD	Dr. Nicolas Ferguson	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Moreno Valley Unified School District
Authorized Executive:	Estuardo Santillan, Business Manager
Signature of Authorized Executive	

Collaborative Signatures, Attachments, and Memoranda of Understanding

Prompt: The SIG program must be designed, implemented and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites and private and/or public external technical assistance and support providers.

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(Original documentation was submitted to CDE in grant submitted on June 1, 2010.)

1. SIG Form 2 Collaborative Signatures
2. Support Letter from Parent
3. Support Letter from Chair of Access to the Future
4. Support Letter from the Moreno Valley Chamber of Commerce
5. Letter from MVEA
6. Support Letter from Riverside County Office of Education
7. Meeting Documentation

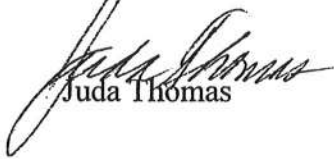
May 25, 2010

To Whom It May Concern:

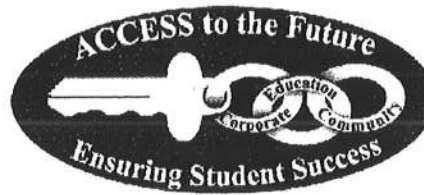
My name is Juda Thomas and my daughter is a graduating senior at March Mountain High School. I was a part of the WASC parent team and I am familiar with the school and its program. Although my daughter was very successful at March Mountain High School, I believe that the program proposed in the School Improvement Grant will be beneficial in helping more students graduate and excel. The opportunity to take more classes and to have access to computerized curriculum is an excellent opportunity for them.

I am in full support of the program proposed in the School Improvement Grant at March Mountain.

Sincerely,



Juda Thomas



ACCESS Board Members

CHAIRMAN

Karla Noonan, Coordinator
Career Technical Education
Moreno Valley
Unified School District

TREASURER

Harold Trubo
Owner
Tucker's Tax Service

SECRETARY

Maria Lozano
Career Technical Education
MVUSD

DIRECTORS

Annabelle Brown
Branch Manager
Visterra Credit Union

Jamil Dada
Member
California Work Force
Investment Board

Nicolas Ferguson
Retired Superintendent
of Schools

Charlie Hale
Retired
Vice President, Marketing
Visterra Credit Union

Jesus Holguin
President
MVUSD Board of Education

Rowena Lagrosa
Superintendent
MVUSD

Wendy McCool
Marketing Coordinator
Riverside Physician Network

Janet MacMillan
President
Moreno Valley
Teachers Association

Suzanne Potter
Coordinator/Principal
RCOE/ROP

Harvest Riggio
Career Development Facilitator
MVUSD

George Schoelles
President ICAS

Oscar Valdepena
Executive Director
Chamber of Commerce

Marjorie Walker
Walker Wealth Management

May 21, 2010

Laura Strachan, Principal
March Mountain Continuation School
Moreno Valley Unified School District
25634 Alessandro Blvd.
Moreno Valley, CA 92553

Dear Ms. Strachan,

ACCESS to the Future is an award winning business education partnership designed to provide career development activities for youth in Moreno Valley.

It is our understanding that you are writing a School Improvement Grant for the purpose of improving high school graduation rates at March Mountain Continuation School. We were pleased to attend two meetings in which we were allowed to provide input about how to restructure the instructional program to ensure student success.

ACCESS has worked collaboratively with the Grant Advisory Panel and other district departments to bring a continuum of services to students. ACCESS to the Future highly supports Moreno Valley Unified in their efforts to provide beneficial and greatly needed services and programs for our youth specifically in developing March Mountain's Transformation Model toward increasing high school graduation rates.

Sincerely,

A handwritten signature in cursive script that reads "Karla Noonan".

Karla Noonan – Chair
ACCESS to the Future



MORENO VALLEY CHAMBER OF COMMERCE
"WE MEAN BUSINESS"

May 19, 2010

Laura Strachan, Principal
March Mountain Continuation School
Moreno Valley Unified School District
25634 Alessandro Blvd.
Moreno Valley, CA 92553

Dear Ms. Strachan,

As President/CEO of the Moreno Valley Chamber of Commerce, I am writing this letter in support of March Mountain's efforts to restructure instructional programs to increase high school graduation rates. I support the Transformation Model that was described to us at a recent business and industry collaborative meeting.

The Chamber recognizes that education is economic development and that high school graduation is essential in the construction of a qualified work force for the city, county and state.

Thank you for allowing me and other business representatives the opportunity to provide input toward your future goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Oscar Valdepena", written over a horizontal line.

Oscar Valdepena,
President/CEO
Moreno Valley Chamber of Commerce

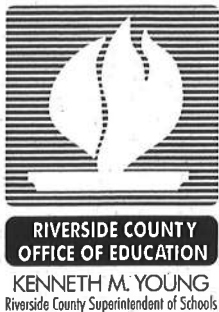
May 27, 2010

To Whom It May Concern:

On May 24, 2010, the March Mountain High School staff approved the restructuring plan for the School Improvement Grant with an 84% approval.

A handwritten signature in black ink, appearing to read 'J. Alcala', with a stylized, cursive script.

Jose Alcala
Moreno Valley Educators Association (MVEA)
Director of Member Services



May 27, 2010

3939 Thirteenth Street
P.O. Box 868
Riverside, California
92502-0868

California Department of Education
Regional Coordination & Support Office
1430 N. Street, Suite 6208
Sacramento, CA 95814

47-336 Oasis Street
Indio, California
92201-6998

To Whom It May Concern:

24980 Las Brisas Road
Murrieta, California
92562

I am writing on behalf of the Riverside County Office of Education (RCOE), as one of Moreno Valley Unified School District (MVUSD), March Mountain High School's educational providers in support of their School Improvement Grant proposal.

RCOE will participate as a provider of professional development for March Mountain High School. We support the objectives of the grant with a focus on increasing student achievement and the graduation rate. Our support will be in the following areas:

- Curriculum Design
- Principal Support
- Site Leadership Team Support
- Professional Learning Communities Support On-Site with Departments
- Grant Monitoring

RCOE is excited about this grant proposal as it allows us to continue to support MVUSD schools. We have been working collaboratively with MVUSD as part of our county work. We are pleased to be supporting March Mountain High School and look forward to working with them in this endeavor.

**Riverside County
Board of Education**

Gerald P. Colapinto

Lisa A. Conyers

Lynne D. Craig

Betty Gibbel

Vick Knight

William R. Kroonen

Adolfo Mediano, Jr.

Sincerely,

Mike Barney, Director II
District and School Success Center
Division of Educational Services
(951) 826-6304 / FAX: [951] 826-6937

MB:nm

7. List of Meeting Documentation Attached

- April 9, 2010 Ballot for Selection of the Restructuring Committee
 - Consistent with MVEA bargaining contract.
- April 12, 2010 March Mountain Faculty Meeting
 - Participants included 13 classified and certificated staff plus the Principal.
- April 13, 2010 Public Hearing: Persistently Low-Achieving School Designation
 - Participants included March Mountain High School parents, students and staff. This meeting was conducted during the regularly scheduled Board Meeting.
- April 15, 2010 Sub Committee "Student Social/Emotional Needs"
 - Participants included 7 certificated and classified staff and one community member (Deputy Valdivias).
- April 15, 2010 Sub Committee "Curriculum Committee"
 - Participants included 10 March Mountain certificated and classified staff.
- April 15, 2010 Sub Committee "Pathways"
 - Participants included 8 certificated and classified staff from March Mountain.
- April 15, 2010 Second Public Hearing: Persistently Low-Achieving School Designation
 - Participants included 22 certificated and classified March Mountain Staff in addition to the Principal. Included in the 22 were also parents, students and other family members.
- April 15, 2010 Sub Committee "Technology and Computer-Based Curriculum"
 - Participants included 7 certificated and classified staff from March Mountain and the Director of Information Technology.

- April 16, 2010 Sub Committee "Parent, Student, Community Accountability and Engagement".
 - Participants included 7 certificated and classified March Mountain staff.
- April 19, 2010 Sub Committee "Parent, Student, Community Accountability and Engagement".
 - Participants at this meeting included the Chair of ACCESS to the Future (a 501c3
 - Business and industry collaborative that supports Career Technical Education). In addition 7 certificated and classified March Mountain staff was in attendance.
- April 23, 2010 MVUSD Needs Assessment Meeting
 - Participants included the Director of Secondary Education, Director and Coordinator of Accountability and Assessment, Coordinator of Professional Development, Coordinator of Career Technical Education, Principal of March Mountain High School and the Riverside County Office of Education (RCOE) Director II of the District and School Success Center and the AVID Program Specialist.
- April 26, 2010 Sub Committee "Parent, Student, Community Accountability and Engagement."
 - Participants included March Mountain Principal, certificated and classified staff, the President and CEO of the Moreno Valley Chamber of Commerce, a local chiropractor and Rotary member, RCOE CTE Program Coordinator, representatives from Visterra and School's First Credit Unions, State Farm Insurance and MVUSD's Coordinator of Career Technical Education.
- April 29, 2010 Sub Committee "Scheduling Committee"
 - Participants included 5 certificated staff.
- April 28, 2010 RCOE Training "Leveraging School Improvement Grants for High School Transformation and Student Success".

- Participants included the principal of March Mountain, Assistant Superintendent of Educational Services and the Director of Secondary Education.
- April 30, 2010 Meeting with Moreno Valley Educator's Association (MVEA) and district office staff.
 - Participants included the President of MVEA and other bargaining staff. This was a union meeting. Minutes not available as of this writing.
- May 3, 2010 Restructuring Committee Meeting
 - The committee consists of certificated and classified staff. Participating in this meeting were Julie Alexander, Judy Contreras, Linda Grafstrom, Nancy Rose, Rhonda Smith, Steve Quintero and Laura Strachan, March Mountain Principal.
- May 4, 2010 Restructuring Committee
 - Participants included Julie Alexander, Judy Contreras, Linda Grafstrom, Nancy Rose, Rhonda Smith, Steve Quintero and Laura Strachan, March Mountain Principal.
- May 5, 2010 RCOE "Teacher Incentive Fund (TIF) for SIG Grant"
 - Participants included Assistant Superintendent of Human Resources, Coordinator of Staff Development, the Principal of March Mountain, MVEA President and CTA Representative for MVUSD.
- May 6, 2010 Meeting with MVEA representatives
 - Participants included the Superintendent, Assist. Sup of Ed Services, Director of Secondary, Director of Elementary, Principal, MVEA President, CTA Rep to MVEA, and Connie Pruitt, an MVEA Exec. Board Member.
- May 10, 2010 March Mountain Faculty meeting
 - Participants included 42 members of the March Mountain Staff including the Principal, MVEA President, CTA Representative for MVEA, Assistant Sup of Ed Services, and Director of Secondary.

- May 13, 2010 Leadership and Restructuring Committee meeting
 - Participants included 11 March Mountain certificated and classified staff. In addition, the principal and the MVEA president was in attendance.
- May 17, 2010 ELAC Meeting
 - Participants included 10 participants and the Principal. Included in the participants were students and parents.
- May 18, 2010 Restructuring Committee Review of Grant Summary
 - Participants included the 7 certificated and classified March Mountain staff in addition to the Principal previously identified at the May 3 meeting.

**March Mountain Restructuring Committee
Results
April 9, 2010**

Please circle up to six names for the committee. You may write a name or names from the certificated staff if someone you would like to vote for is not listed.

Julie Alexander 18

Judy Contreras 17

Shelly Harrel 8

Steve Quintero 17

Nancy Rose 11

Rhonda Smith 14

James Fenton 7

Claudia Marosz 6

Ed Buhr 9

Michelle Glanville 8

Linda Grafstrom 16

Staci Hanks 1

Dianne Copelan 1

4/9/10

Restructuring presentation – Laura

- We are a Tier II – not receiving Title 1 and has low grad rate.
- NCES (National Center for Education Statistics) rate is what is low... last year was 25.5%
- The Transformation Model best fits our school's needs
- We will apply for the School Improvement Grant (SIG), due 6/1/10.
- Two public hearings. 4/13 School Board @ 7:45 and 4/14 on campus @ 4:30
- Many ideas for different programs

Possible Committees

- a. School schedules/Increased instructional time – Mike, Jerry and Ed
- b. Curriculum and professional development – Linda, Claudia and Nancy
- c. Use of technology and computer-based curriculum – Shelly, Michelle and Steve
- d. Family and community engagement / Student/Parent accountability – Connie, Julie A. and Judy
- e. Student pathways – Robert, Julie I., Staci
- f. Staff incentives / evaluations
- g. Student social / emotional needs – Rhonda, Liz and Jim
- h. Student committee – Laura

AGENDA
LEADERSHIP TEAM
April 11th, 2009

1. Schedule Flex Days for 2010 - 2011 - May Meeting
2. Calendar PLC/Leadership Meetings -May Meeting
3. Master Schedule & Class alignment -May Meeting
4. CAHSEE topics- Transfer of students before February test. Impact on MMHS test scores.
5. CST's - April 20th Classroom schedule- Remind students that they will get elective credit if they raise their test score. - *No class changes*
6. Flex Day attendance must be taken by sending teacher
7. Flex Day/Staff Development for April 15, 2010 *Wm*
Morning - DFEH Equal Rights 101 Lydia Martinez & New York Life;
Life after High School J. Beaulieu. - *Wm*
Afternoon- Plan
8. Flex Day/Staff Development for May 27, 2010
Morning - RCC Outreach/Financial Aid Eddie & IRR Technical
Institute Life after High School Anthony Garcia
Afternoon- Plan
9. WASC update, Action plan activities- May Meeting

Restructuring presentation – Laura

- We are a Tier II – not receiving Title 1 and has low grad rate.
- NCES (National Center for Education Statistics) rate is what is low... last year was 25.5%
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- h. Student committee – Laura

NOTICE OF PUBLIC HEARING

The Moreno Valley Unified School District, in compliance with Education Code Section 53202(b), is holding a Public Hearing to consult with the community regarding the application and selection of one of four intervention models for March Mountain High School, recently identified as a Persistently Low Achieving School based on the graduation rate.

7:45 P.M.

April 13, 2010

Moreno Valley Unified School District

Community Education Center

Board Room

25634 Alessandro Blvd.

Moreno Valley, CA

**THE
PRESS-
ENTERPRISE**

CLASSIFIED
ADVERTISING

PROOF

Printed by: Tinajero, Maria
at 4:44 pm
on: Thursday, Apr 01, 2010

Ad #: 10219400

3450 Fourteenth St.
Riverside, CA 92501-3878
1-800-880-0345
951-684-1200
951-368-9018 Fax

Account Information

Phone #: (951) 571-7500
Name: MORENO VALLEY USD
Address: 25634 ALESSANDRO BLVD
MORENO VALLEY CA 92553
Acct #: 62209
Client:
Placed by: Debbie Soto
Fax #: (951) 571-7550

Ad Copy:

**NOTICE OF
PUBLIC HEARING**
The Moreno Valley Unified
School District in compli-
ance with Education Code
Section 53202(b) is holding
a Public Hearing to consult
with the community re-
garding the application
and selection of one of four
intervention models for
March Mountain High
School, recently identified
as a Persistently Low
Achieving School based on
the graduation rate.
7:45 P.M.
April 13, 2010
Moreno Valley Unified
School District
Community Education
Center
Board Room
25634 Alessandro Blvd.
Moreno Valley, CA 4/3

Ad Information

Classification: Legals
Publications: Press-Enterprise

Start date: 04-03-10
Stop date: 04-03-10
Insertions: 1

Rate code: LE-Open
Ad type: Ad Liner
Taken by: Tinajero, Maria

Size: 1x29.570
Bill Size: 30.00x 5.14 agate lines

Amount due: \$54.00

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
25634 Alessandro Boulevard
Moreno Valley, California**

**MINUTES FOR THE REGULAR SESSION
OF THE BOARD OF EDUCATION OF APRIL 13, 2010**

The minutes of the Regular Session of April 13, 2010, are being submitted to the Board of Education for approval at its Regular Board Meeting of May 11, 2010. The minutes are a complete and factual record of action taken by the Board of Education at its Regular Session of April 13, 2010.

**THESE PROCEEDINGS ARE AUDIO/VIDEOTAPED PURSUANT TO GOV. CODE §54953.5
AND REBROADCAST TIMEWARNER CABLE CHANNEL 16 AND VERIZON FIOS CHANNEL 38.**

CALL TO ORDER: The Board of Education opened the meeting at 5:02 p.m. to convene into Closed Session to discuss Student Discipline Cases; Public Employee Employment; Public Employee Discipline/Dismissal/ Release/Non-Reelects/Reassignments; Conference with Labor Negotiators, Conference with Real Property Negotiator; Conference with Legal Counsel – Existing Litigation, and Personnel Complaints.

Members Present

Jesus M. Holguin, President
Jacqueline L. Ashe, Vice President
Rick Sayre, Clerk
Victoria Baca, Member
Tracey B. Vackar, Member

Administration

Rowena T. Lagrosa
Barbara Davis, Ed.D,
Henry H. Voros
Estuardo Santillan

The Board of Education reconvened into Regular Session at 7:17 p.m.

ROLL CALL: Aye – Ashe Aye - Holguin Aye – Sayre Aye – Vackar
Absent – Baca (Board member Baca went home after Closed Session)

**REPORT OUT
OF CLOSED
SESSION:**

By a vote of 5-0 the Governing Board adopted the Advisory Decision of the Hearing Officer, resulting in the dismissal of one Classified Employee No. 105795. There were no other reportable actions taken by the Board of Education during Closed Session.

Administration Present

Rowena T. Lagrosa, Superintendent of Schools
Barbara Davis, Ed.D, Assistant Superintendent, Educational Services
Henry H. Voros, Assistant Superintendent, Human Resources
Estuardo Santillan, Business Manager, Business Services
Kathy Nordin, Director Elementary Education
Josie Ripoly, Director, Purchasing
Dan Reed, Director, Accountability and Assessment
Aaron Barnett, Director, Information Systems
Gary Yetter, Assistant Principal, Vista Del Lago HS
Emilio Gallegos, Principal, Seneca ES
Laura Strachan, Principal, March Mountain HS

Dolores Vasquez, Principal, Honey Hollow ES
Administration Present (cont'd)
John Lawson, Principal, Armada ES
Maribel Mattox, Principal, Moreno Valley HS
Patricia Diener, Executive Secretary, Board of Education

Visitors

Janet MacMillan	Ann Adler	Greg Morton
Ron Millage	Shannon Andrews	Claudine Bond
Nicole Phillips	Dick Phillips	Tom Mixon
Karen Miller	Enrique Alvarado	Paula Pelton
Lorri Limoges-Kerns	Sam Anderson	John Voddle
Lisa Broomfield	Amelia Juarez	Samantha Juarez
Raul Calexto	Ana Quintero	Linda Crist
Debra Craig	Lauren Hartman	Julianne Burnham
Nichole Smith	Amber Largey	Elizabeth Adams
Lawrence Christie	Alvaro Robles	Rhonda Smith
Bruce Smith	Kellie Shearer	Lilian Torres
Carlos Torres	Beverly Scott	Maria Becerra
Paula Amaya	Esther Layne	Abdul Karim
Laila Almoussawi	Bernice Omiwade	Luz Delgado
Dora Andrade	Mario Felix	Jesuita Barrega
Bob LePore	Bertha Zavala	Juana Escalante
James Boyd	Alejandro Gutierrez	Gabriel Gonzalez
Marla Kirkland	Katie Davis	Bertha Bravo
Karen Senger		

NOTE: ALL BOARD ITEMS ARE SUBJECT TO: INFORMATION, DISCUSSION, ACTION

PLEDGE OF

ALLEGIANCE: The Pledge of Allegiance was led by Emilio Gallegos, Principal, Seneca Elementary School.

INSPIRATION: The Inspiration was given by Emilio Gallegos, Principal, Seneca Elementary School.

DATES OF FUTURE BOARD MEETINGS

- April 20, 2010, Study Session at 5:30 p.m. – Board Room
- April 27, 2010, Closed Session at 5:00 p.m. & Regular Board Meeting 7:00 p.m. – Board Room
- May 11, 2010, Closed Session at 5:00 p.m. & Regular Board Meeting 7:00 p.m. – Board Room

SCHOOL REPORTS

The following Student Board Representatives gave their school reports:

- Jennifer Galvan-Estrada, Bayside and Moreno Valley Community Learning Center
- Kristian Wright, Canyon Springs High School
- Samantha Juarez, Moreno Valley High School
- Geneveive Newman, Valley View High School
- Katrina Honer, Vista del Lago High School
- Sandra Gonzalez, March Mountain and March Valley High Schools

RESOLUTIONS:

Resolution No. 2009-10-53 Administrative Professionals Day – April 21, 2010 – Lori Ortell, Confidential Secretary, Human Resources, accepted this Resolution.

In recognition of the support provided by administrative professionals, and to acknowledge the dedication and services provided to the District students, staff, parents, and community, the Moreno Valley Unified School District Board of Education supports Administrative Professionals Day.

It was moved by Rick Sayre and seconded by Tracey Vackar to approve Resolution No. 2009-10-53 Administrative Professionals Day – April 21, 2010, as presented.

VOTE: - AYE - 4 NAY - 0 ABSENT – 1 (Baca)

Resolution No. 2009-10-56 Day of the School Bus Driver – April 27, 2010 – Frederick Jones, Bus Driver
Transportation Department accepted this Resolution.

The State of California recognizes annually the fourth Tuesday of April as the Day of the School Bus Driver. This resolution establishes April 27, 2010, as the Day of the School Bus Driver for the Moreno Valley Unified School District. District administration appreciates the dedication of the District Bus Drivers who transport students daily.

It was moved by Rick Sayre and seconded by Tracey Vackar to approve Resolution No. 2009-10-56 Day of the School Bus Driver, as presented.

VOTE: - AYE - 4 NAY - 0 ABSENT - 1 (Baca)

STAFF RESPONSE TO PUBLIC COMMENTS MADE AT PREVIOUS MEETINGS

The following are the responses to the Public Comments which were made at the March 9, 2010 Regular Meeting of the Board of Education.

There were 19 speakers who provided public comments on agenda items at the March 9th Board of Education Meeting. All of these public comments were in reference to the budget reductions for the 2010/2011 school year. Speakers commented on behalf of maintaining Class Size Reduction in grades 1st thru 3rd and maintaining the Adult Education and Cal Safe Programs. Another speaker expressed caution regarding the reduction of counseling positions and another speaker cautioned against approval of the Educational Services Instructional Plan. There was also comment regarding the Director positions that support English Language Learners and Special Education. Lastly, comment was given regarding the need to review pertinent budget related data which has been recently provided by Business Services.

Superintendent Lagrosa added, in response, the Board of Education will be looking and reviewing those recommendations that have been made by staff, as well as addressing resolutions for a possible reduction in staff should it be necessary in order to address the budget deficit.

STAFF RESPONSE TO PUBLIC COMMENTS MADE AT PREVIOUS MEETINGS (cont'd)

The following are public comments regarding non agenda items which were made at the March 9, 2010 Regular Meeting of the Board of Education.

A Special Education advocate expressed that the District is spending too much money on attorneys. The Special Education Department only secures the services of an attorney when the circumstances merit the services of an attorney. Whenever an expedited hearing is filed, the District will generally obtain legal counsel. A hearing requires preparation of witness documentation, questions and witness testimony added to the fact that all records must be appropriately filed and delivered five days prior to the hearing. Timelines must be strictly adhered to.

A Canyon Springs High School Pep Squad Booster Member expressed a concern regarding the Pep Squad being held responsible for the damages to the gym floor at Canyon Springs High School during a weekend event held in the gym. Based upon the school's investigation, the site determined the damage was caused during the Pep Squad sponsored event. The procedures that are outlined and agreed to on the Facility Use Form which was signed and approved by the District and the Booster Club were followed and the District's Maintenance and Operations staff met with the Booster Club's insurance carrier and their chosen restoration company to inspect the damages; review the repairs and estimate. Both the insurance carrier and their restoration company approved the repair procedures and the cost estimate which Maintenance received. The repairs were scheduled with the site and completed on March 7th. The school site informed the Booster Club of the date when the repairs would be completed.

The President of the Box Springs Elementary Parent Booster Club spoke to allegations regarding inappropriate books and materials being sold during a recent fundraiser. Upon receipt of the allegations, all materials were secured and sales ceased. Upon receipt of a concern regarding the materials being sold, the Elementary Director spoke to and met with the Booster Club parents and worked with the Principal and staff.

A parent spoke to a concern regarding the location of a site for the fifth comprehensive high school and encouraged the Board to consider the distance students would need to walk when considering future action.

The Special Education Director and I met with the parent who expressed a concern regarding her grandson in order to address his academic needs.

Board Member Rick Sayre requested that the Parent Booster Club issue be placed on the agenda to be discussed in closed session.

INSTRUCTIONAL HIGHLIGHTS – MOUNTAIN VIEW MIDDLE SCHOOL

Terry Wilhelm, Director II of Educational Leadership Services Division, Riverside County Office of Education recognized Mountain View Middle School and Debbie Fay for their ongoing support of other school's improvement efforts and their exit from SAIT.

PUBLIC COMMENTS ON AGENDA ITEMS

A March Mountain teacher spoke on the High School Intervention Models; she thanked the Board for believing in them and allowing March Mountain to become a transformational model. She stated that the staff is dedicated and works hard to see their students graduate. Although the school has been identified as low performing, it is an opportunity for March Mountain to make some changes which will be beneficial at their site to help the students obtain the credits necessary to graduate and receive a

PUBLIC COMMENTS ON AGENDA ITEMS (cont'd)

high school diploma. We see our students as strong and resilient, they come determined and motivated. These students are not quitters and have not abandoned their dream in receiving a high school diploma, but often run out of time, being behind in credits, and only being able to take three classes, the minimum required by the State. Although it is challenging being identified as low performing, it is also positive and purposeful. Our staff is excited and eager to restructure and ready to make a new beginning. We all make different choices in life, we at March Mountain are happy to take this new path to help our students in becoming better citizens. This opportunity will help our students in achieving their goal.

PUBLIC COMMENTS ON NON-AGENDA ITEMS

The MVEA President spoke on bargaining and budget issues.

PUBLIC HEARING – MARCH MOUNTAIN INTERVENTION MODEL

The Public Hearing was opened at 7:45 p.m.

There was a Public Comment on the Public Hearing (please see Public Comments on Agenda Items)

It was moved by Rick Sayre and seconded by Jacqueline Ashe to close the Public Hearing on the March Mountain Intervention Model.

VOTE: AYES - 4 NAYS - 0 ABSENT – 1 (Baca)

CONSENT AGENDA

It was moved by Tracey B. Vackar and seconded by Rick Sayre to approve the Superintendent Consent Items G1 through G6, with item G4 - March 9, 2010 minutes as amended to include the vote tally of 5 Ayes; Educational Services Consent Items H1 through H3; Business Services Consent Items I1 through I8; and Human Resources Consent Items J1 through J18, as presented.

VOTE: - AYE - 4 NAY - 0 ABSENT - 1 (Baca)

It was moved by Tracey B. Vackar and seconded by Rick Sayre to rescind prior motion.

It was moved by Tracey B. Vackar and seconded by Rick Sayre to approve the Consent Agenda with the additional modification of pulling Contractual Agreement Number A-09/10-973 under Business Services Consent Item I-5. for future discussion.

Board member Tracey B. Vackar requested that Peggy Reed, Director, SELPA provide an update on this pulled Contractual Agreement.

There was further board discussion.

Board member Rick Sayre requested data on the ParentLink.

Board member Tracey B. Vackar requested that Aaron Barnett, Director of Information Systems to check with the surrounding districts, if a county wide parent link is available and have some of these costs as a consortium cost.

Board President called for a 5 minute break at 8:40 p.m.

Board President reconvened meeting at 8:48 p.m.

ACTION AGENDA

It was moved by Tracey Vackar and seconded by Rick Sayre to approve the Superintendent Action Item K1 and Student Services Action Item L1; Business Services Action Items M-1 through M2; Student Services Action Item N1; and Human Resources Action Item O-1, as presented.

VOTE: AYE - 4 NAY - 0 ABSENT – 1 (Baca)

DISCUSSION/ACTION AGENDA

Educational Services

- **Head Start Program – Self Assessment**

It was moved by Tracey Vackar and seconded by Rick Sayre to approve the Head Start Program Self Assessment, as presented.

VOTE: AYE - 4 NAY - 0 ABSENT – 1 (Baca)

- **School Improvement Grant for QEIA Schools**

It was moved by Rick Sayre and seconded by Tracey Vackar to approve the School Improvement Grant.

VOTE: AYE - 4 NAY - 0 ABSENT - 1 (Baca)

- ## ● Title 1 Model Technology Math Classrooms

It was moved by Tracey Vackar and seconded by Rick Sayre to approve the use of \$500,000 from Title 1 ARRA funds to implement the Model Technology proposed plan in 70 title 1 Math classrooms in grades 4th through 8th.

VOTE: AYE - 4 NAY - 0 ABSENT - 1 (Baca)

- **Identification of March Mountain High School as a Persistently Low Achieving School**

March Mountain High School has been identified by the California State Board of Education as a Persistently Low Achieving School. This identification is based on a graduation rate of less than 60% over the past four years. School Improvement Grants are available to fund restructuring. Staff is in the process of identifying which of the four approved models they will plan to implement. Laura Strachan, Principal at March Mountain presented a power point depicting the models available for restructuring and the process and timeline they will follow to submit the grant. Educational Services will return to the Board with a completed grant proposal in May for their approval.

The following items will be discussed at the Adjourned Meeting of April 14, 2010:

- Approval of Expenditures for the Implementation of the Revised Educational Services Plan, Utilizing Tier III Funding

It was moved by _____ and seconded by _____ to approve the expenditures for the Implementation of the Revised Educational Services Plan, Utilizing Tier III Funding.

VOTE: AYE -

NAY -

ABSTAIN -

Human Resources – hold for 4/14/2010 discussion

- Approval of Resolution No. 2009-10-45 Reduction or Discontinuance of certain Children's Center Services for the 2010-11 School year.

It was moved by _____ and seconded by _____ to approve Resolution No. 2009-10-45, as presented.

VOTE: AYE -

NAY -

ABSTAIN -

- Approval of Resolution No. 2009-10-46 Reduction and/or Elimination of Certain Classified Bargaining Unit Positions Effective July 1, 2010.

It was moved by _____ and seconded by _____ to approve Resolution No. 2009-10-46, as presented

VOTE: AYE -

NAY -

ABSTAIN -

- Approval of Resolution No. 2009-10-49 Reduction and/or Elimination of Certain Classified Management Positions

It was moved by _____ and seconded by _____ to approve Resolution 2009-10-49, as presented.

VOTE: AYE -

NAY -

ABSTAIN -

Business Services

• Budget Reduction Recommendations

A power point presentation was given by Lorri Limoges-Kerns, President of California Schools Employee Association (CSEA); Janet MacMillan, President of the Moreno Valley Educators Association (MVEA); and Dolores Vasquez, President of the Association of Moreno Valley Management Personnel (AMVMP) depicting CAMM Agreements for 2010-2011 school year with a total savings of \$3,651,000.00.

EACH ITEM WAS VOTED ON SEPARATELY:

1. Reduce Routine Maintenance contribution 3% to 2.5% with a savings of \$1,223,000

It was moved by Rick Sayre and seconded by Jacqueline L. Ashe to approve this item.

VOTE: AYES - 4 NAYS - 0 ABSENT – 1 (Baca)

2. Sweep Deferred Maintenance (prior year ending Fund Balance) with a savings of \$778,000

It was moved by Rick Sayre and seconded by Tracey B. Vackar to approve this item.

VOTE: AYES - 4 NAYS - 0 ABSENT – 1 (Baca)

3. Increase walking distance one-half mile, with a savings of \$940,000
Affects: 625 elementary - \$400K; 880 middle - \$540K

THIS ITEM WAS PUT ON HOLD FOR FUTURE DISCUSSION

Board member Vackar requested that we take this issue back to the PTA Council for discussion and input.

4. Employee paycheck savings use direct deposit to save paper, ink and postage, with a savings of \$10,000.

It was moved by Rick Sayre and seconded by Tracey B. Vackar to approve this item.

VOTE: AYES - 4 NAYS - 0 ABSENT – 1 (Baca)

5. Summer School reorganization (already instituted), with a savings of \$700,000
It was moved by Rick Sayre and seconded by Tracey B. Vackar to approve this item.

VOTE: AYES - 4 NAYS – 0 ABSENT – 1 (Baca)

6. Utilize COPS fund – current balance \$3.4 M (discussions ongoing to determine best use)
THIS ITEM WAS PUT ON HOLD FOR FUTURE DISCUSSION

Business Services (cont'd)

- Approval of Resolution No. 2009-10-57 Supplementary Retirement Plan.

It was moved by Rick Sayre and seconded by Jacqueline L. Ashe to **NOT** approve Resolution No. 2009-10-57 Supplementary Retirement Plan.

VOTE: AYES - 4

NAYS - 0

ABSENT – 1 (Baca)

Board member Vackar requested a 5 minute break at 9:51 p.m.

Board President reconvened meeting at 9:57 p.m.

COMMENTS FROM MEMBERS OF THE BOARD OF EDUCATION

Tracey Vackar:

Sent condolences to the Baca/Wilson family.

Victoria Baca

Was not present.

Rick Sayre

Congratulations to Debbie Fay and Mountain View Middle School.

Jackie Ashe

My condolences as well to Baca/Wilson family

Jesus M. Holguin

My condolences to Baca/Wilson family and congratulations to Mountain View Middle School.

Rowena T. Lagrosa

Thanked staff and community for their input.

ADJOURNMENT: The meeting was recessed at 11:30 p.m. to be reconvened tomorrow April 14, 2010 at 6:00 p.m. to meet in Closed Session to discuss, Public Employee Employment; Public Employee Discipline/Dismissal/Release/Non-Reelects/Reassignment and Conference with Labor Negotiator and at 8:00 p.m. to meet in Open Session to discuss the Approval of Expenditures for the Implementation of the Revised Educational Services Plan, Utilizing Tier III funding and to discuss the approval of Resolution No. 2009-10-45 Reduction or Discontinuance of Certain Children's Center Services for the 2010-11 school year; approval of Resolution No. 2009-10-46 Reduction and/or Elimination of Certain Classified Bargaining Unit Positions effective July 1, 2010; and approval of Resolution No. 2009-10-49 Reduction and/or Elimination of Certain Classified Management Positions.

SIG Grant Committee Worksheet

Date: 4/16/10

Committee: Parent, Student, Community Accountability and Engagement

Committee Members Present:

- **Julie Alexander**
- **Judy Contreras**
- **Connie Greenlee**
- **Estella Rodriguez**
- **Kathleen Clark**
- **Brenda Henson**
- **Carol Mayberry (absent)**

Ideas Discussed:

- Student accountability and Parent engagement

Work in progress:

- Community Engagement
 - Committee members will be researching more concrete ways to bring the community into our student's lives. We will have a due date of 4/20/10 to get these ideas back to the committee chairs.

Ideas proposed to Restructuring Committee:

- Ways to motivate students to have better attendance/credit completion (accountability)
 - Contests
 - Awards
 - Rewards
 - Consequences
 - Teacher contact
- Ways to pull more parents into their student's academic life (engagement)
 - Monthly gatherings: Including Parents' Night, Career Night, Re-Orientation, Game Night...
 - Phone log for teachers to make contact with parents weekly
 - Take your Parent to School Day
 - Invitations to Monthly (Or 6 Week) Awards Assemblies

SIG Grant Committee Worksheet

Date: 4-15-2010

Committee: Technology and Computer-Based Curriculum

Committee Members Present:

Shelly Harral
Michelle Glanville
Steve Quintero
Aaron Barnett
Thomas Washington
Marilu Kardos
Jamie Bernard
Gary Peckles

Ideas Discussed:

The idea of a new computerized curriculum that would allow March Mountain students to acquire credits at an individualized and faster pace was discussed. This would require a new computer lab and computer curriculum that would allow for students to have one period a day where they go to a computer lab and work on courses at their own pace.

It was discussed that there were two options available for acquiring computers. One option is to purchase a program called, "Pathways". This company will supply all the materials needed (hardware, software) and set up the equipment in a computer lab in a room on our campus. This company will supply the computer software "Apex". All this will be done with no out of pocket expenses to March Mountain. The Pathways company only requires that they get all the ADA from the students that attend their program and March Mountain sign a 5 year contract with them.

The next option would be for March Mountain to purchase the computers and software needed to set up the computer lab and use our current teachers to run the program "in house". The benefit of using this option would be that March Mountain would be able to choose the software program that is purchased. The software options would be: A plus, Nova Net, Cyber High, and Apex.

Aaron Barnett and Michelle Glanville suggested that we look at the rooms available on campus to set up the computer lab. Room availability would play an important role in the decision of which option to go with. The

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Aaron Barnett and Michelle Glanville suggested that we look at the rooms available on campus to set up the computer lab. Room availability would play an important role in the decision of which option to go with. The

committee toured the campus and previewed the rooms available on the March Mountain campus and the Adult Education campus. It was discovered that the computer lab on the Adult Education campus would not be available until 12 noon and this might interfere with the March Mountain schedule.

Work in progress:

The committee concluded that they would like to meet with the Pathways company and the software vendors for A plus, Nova Net, Cyber High and Apex. These companies will be contacted and asked to come to March Mountain and give a presentation of their products. The first presentation is scheduled to see the Apex software on 4-16-2010 at 2 pm in the computer lab.

Ideas proposed to Restructuring Committee:

The committee would like to see a presentation with each of the following companies: Pathways, A Plus, Nova Net, Cyber High and Apex. Then the committee would like to tour high schools in the area that are currently using these products to see how they perform in schools. With this information the committee will be better able to make a decision about which product to purchase and which classroom to use for the computer lab.

SIG Grant Committee Worksheet

Date: 4/15/2010

Committee: Pathways

Committee Members Present:

Staci Hanks
Linda Crist
Marla Kirkland
Dolce Leyva
Gitta Williams
Juanita Quiroz
Robert Lepore
Hilda Garcia

Ideas Discussed:

See attached

Work in progress:

E-mail questions for further explanation

Ideas proposed to Restructuring Committee:

SIG Grant Committee Worksheet

Date: 4/15/10

Committee: SCHEDULE - INCREASED INSTRUCTIONAL TIME & FLEXIBILITY

Committee Members Present:

ED BUHR
DIANNE COPELAND
DEE DEE STEWART
MIKE MAYNARD
JERRY TETLEY

MAX 480 SERVED
ON SINGLE
SESSION

Ideas Discussed:

- MUST HAVE
STRICT
GUIDELINES
FOR
ENTRANCE/
EXIT
- SUMMER ACADEMY
 - YEAR-RND. COMPUTER SCHOOL
 - HOMEROOM/ADVISORY PERIOD — NOT 1ST PERIOD — MAKE JUST BEFORE LUNCH
 - ONE SESSION / STUDENTS 5 PERIODS / TEARS 6 PERIODS
— POSS. 0/6 PERIOD COMMON DEPT. PREPS
 - AEC CRITERIA FOR ENTRANCE INTO M.M.H.S.
Work in progress:
 - ADJUST PREVIOUSLY STAFF-APPROVED SINGLE-SESSION SCHEDULE
 - POSS. ADVISORY ON FLEX DAYS (15-20 MINIS)
 - ONCE WEEKLY FLEX DAY (STAFF DEVELOPMENT, COMMITTEE MTGS, DEPT, ETC.)

Ideas proposed to Restructuring Committee:

- ADOPT & ADJUST THE SINGLE-SESSION SCHEDULE AS PRESENTED & AGREED UPON BY STAFF IN 2008-2009

The main objective of this committee is to explore ways for students to receive their diploma once they enter our school. A couple of main issues that we encounter include the lack of classes available to accommodate the number of students we serve and the willingness of students to gain their credits in a timely manner and recover what they need to graduate.

As was discussed, many of our students have other life issues that need to be addressed in order for them to focus on school and make it a priority. These concerns were addressed in other sub-committees, but will still overlap with what we are trying to accomplish through the paths developed for the students.

Two main obstacles that will hopefully be addressed through this process are the lack of class time and the criteria required for entrance into the school. We hope to go to a five period day which will allow these students, who are already credit deficient, more opportunities to make-up the credits. Also, we hope to limit the students accepted into the school to only those that actually have the ability to finish their high school requirements and get a diploma.

By offering more opportunities for credits and including programs that students are interested in, the hope is that the high school experience will be meaningful and they will experience success.

The following options were discussed as possible ways to accomplish this goal.

Adult Ed Concurrent Enrollment Pathway (Language Acquisition)

The main goal of this pathway would be to work closely with the Adult Ed. program in writing a plan for students as early as possible and utilize the resources from both campuses to give students as many options as possible for credit completion. Students would be able to enroll in evening classes with Adult Ed. and still maintain their regular day classes at MMHS. Students would still be required to earn 225 credits, pass the CAHSEE and adhere to the standards set forth by MMHS. As a result, they would receive their diploma from MMHS.

Advantages:

- ELL students could be serviced more effectively through language acquisition classes offered in the Adult Ed. program as elective credits.
- Students that have turned 18 and still need time to finish their credits may have the option to continue through Adult Ed. classes.

- The students would need time in a computer lab and a teacher supervising their progress.
- Students need to be motivated to complete the credits independently and have be at proficient levels in math and reading to complete the classes.

Some programs being discussed through the technology committee include NovaNet, Apex, Cyber High, etc.

Questions to be answered:

- Would students actually use the program and justify the cost of such expenditure?
- What are the criteria for allowing students to use the program for credit completion?
- What is the time-frame required of students to complete their credits?
- What is the accountability for the students if they don't progress at an acceptable pace?
- Are the classes included in the program aligned with what the teachers are teaching in their classes?
- How would this component be scheduled into the student's plan for graduation?
- Do the classes offered through the program fulfill the needs of our students?

School With-in a School Pathway

This pathway is similar to the programs discussed above with one main difference. An outside company takes control of the computer lab and is responsible for the instruction to students and the maintenance of the program. The main vendor being discussed with this option is AdvancePath Academics.

Advantages:

- The logistics of how to run the program and deliver instruction is monitored through an outside company, leaving school staff more time to run their classes.
- The program will pay for itself.
- It will allow our compass to accommodate more students.
- Students will be able to gain credits fast and make up for lost time.
- It is flexible and students have choices of when to attend.

Concerns:

- There is a five year commitment

- Is the curriculum directly aligned with district and state standards?
- What can be done to strengthen this program?

Vocational Pathway

Currently, our students are able to participate in a number of CTE/ROP classes offered throughout the district. We have an ROP teacher on campus once a week to answer student questions and maintain the program. This is an extremely desirable pathway because it serves students through work that is engaging and relevant to their future.

Advantages:

- Students learn life skills that later translate into careers.
- Students are able to fulfill elective credit requirements in the afternoons, weekends and evening while still being able to take core classes during the regular school day.
- Students are introduced to companies throughout the community and taught skills that they are interested in.

Concerns:

- Students might have transportation issues going to other high schools for the programs.

Questions to be answered:

- Can we expand the CTE/ROP offerings on this school site?
- Can we have a work experience program on this school site?
- How can we get more students interested in the program and acquiring the life skills being offered?

CalSAFE Pathway

As with the ISP Pathway, this option is already available on our site. One main concern is that the program continues despite the statewide budget crisis. The program serves a huge need within our community and should not only continue, but options should be explored of how it can be expanded.

Other Pathways discussed include:

- **College Pathway**
- **Business/Entrepreneurial Pathway**
- **After-school and summer Academies**

SIG Grant Committee Worksheet

Date: April 15, 2010

Committee: Student Social/Emotional Needs

Committee Members Present:

Johnathan Coutee; Jim Fenton; Liz Hirsch; Lorena Perez; Tom Propofsky;
Bruce Smith; Rhonda Smith; Deputy Valdivias

Ideas Discussed:

- safe place for students to go when in distress
- SAP counselors, male and female, for students to speak with
- mentoring of students
- teach life skills
- home visits
- reward system
- clubs for students
- job shadowing for students with adults on campus; e.g. SRO; campus supervisor
- identifying students' strengths; connecting with other adult with similar strengths
- program interventions for sexual/physical/verbal and substance abuse

Work in progress:

- finding out what is already successful at other continuation schools

Ideas proposed to Restructuring Committee:

- Reward system for students done often
- Every teacher involved in teaching life skills to students
- SAP counselor needed

SIG Grant Committee Worksheet

Date: 4-15-10

Committee: Curriculum Committee

Committee Members Present: Nancy Rose, Linda Grafstrom, Claudia Marosz, Typasha Jones, Yolanda Mouton, Yuko Nelson, Maury Yzaguirre, Ruth Ellen Schmutz, Christine Campbell

Ideas Discussed: Collaboration to agree on what everyone is teaching (the same curriculum). Need time to develop benchmarks. How can we improve, increase student achievement across the board? How can we close the gap from where the kids are now to the CST? Pure classes – need them. Common assessments are needed. Open enrollment – we should have intake at certain times in the year only.

Work in progress:

Ideas proposed to Restructuring Committee:

- **Admitting students at specific times of the year (quarterly or semester) only**
- **Making all classes pure even with semester**
- **Time for creation of common assessments in all curricular areas**
- **Time for staff to develop curriculum alignment (pacing guides)**
- **Professional development time for staff**
- **Implementing instructional strategies to increase rigor**
- **Increasing rigor to level of CST Test or final assessments**
- **Implementation of programs to allow centers, grouping, etc. in classroom**
- **Use of technology for credit recovery—not a pullout**
- **Advisory period – periodically not daily**
- **40 developmental assets**
- **Attendance contacts – proactive attendance monitoring – possible pickup/delivery**

Next Meeting???

March Mountain High School
Public Hearing Regarding Persistently Low-Achieving School Designation
Minutes

April 15, 2010

The public hearing was called to order at 5:30 by Ms. Strachan, Principal. She gave an explanation of the reason for the public hearing and the Persistently Low-Achieving School designation and input towards choosing an intervention model.

Ms. Strachan presented a power point on the reason for the designation and the different intervention models that could be implemented. She asked for questions throughout the Powerpoint and explained again that the purpose of the meeting was to give the information and to gain input.

The meeting attendees were asked their opinions. Donna Coleman, a grandmother of a student, stated that she believes that March Mountain is a good school, but that a longer day would help students gain credits faster. She said that she felt that the Transformation Model would be an appropriate intervention model for March Mountain and that parents also need to do their part. Through an interpreter, Oscar Maldonado, parent, asked how many people present were parents. He then said it was a shame that more parents did not support their kids. Ms. Strachan asked Mr. Maldonado what he felt about the intervention models and he said that he felt the Transformation Model would be okay. Mrs. Hernandez, a parent, added that she was thankful for what the school has done for her daughter, but stated that the items in the Transformation Model would have been helpful for her daughter.

Ms. Strachan then asked the students that were present what they thought. Taran Leonard spoke first and said he would like to have the chance to make up his credits. Josephine Rendon, a student who will be attending in the 2010-11 school year said that she thought the Transformation Model would be a good choice because of the different things that could be done at the school.

Kim Kruger, Director of Secondary Education, asked if anyone had further questions and spoke about the designation and the intervention models. There were no questions.

Ms. Strachan again asked if there were any comments or questions and, when there were none, thanked everyone for attending.

The meeting ended at 5:43 p.m.

NOTICE OF PUBLIC HEARING

The Moreno Valley Unified School District, in compliance with Education Code Section 53202(b), is holding a Public Hearing to consult with the community regarding the application and selection of one of four intervention models for March Mountain High School, recently identified as a Persistently Low Achieving School based on the graduation rate.

5:30 P.M.

April 15, 2010

March Mountain High School

24551 Dracaea Avenue

Moreno Valley, CA



Board of Education
Jacqueline L. Ashe
Victoria Baca
Jesus M. Holguin
Rick Sayre
Tracey B. Vackar
Superintendent of Schools
Rowena T. Lagrosa

Moreno Valley Unified School District

25634 Alessandro Boulevard
Moreno Valley, California 92553
(951) 571-7500
www.mvusd.net

Our mission is to prepare all students academically and socially to become productive members of society

April 14, 2010

Dear Parents and Guardians,

March Mountain High School was recently identified by the State of California as a Persistently Low Achieving School based on the school's graduation rate. There will be a public hearing here at March Mountain High School in the school library at 5:30 p.m. on April 15, 2010. The purpose of the hearing is to consult with parents and the community regarding the School Improvement Grant application as well as the selection of one of four intervention models.

I invite you to attend to learn more about the identification process and I look forward to any input you may have.

Sincerely,

A handwritten signature in black ink, appearing to read 'Laura Strachan', is written over the printed name.

Laura Strachan
Principal
March Mountain High School

MMHS
Public Hearing Regarding Persistently Low-Achieving
School Designation
April 15, 2010

Agenda

- I. Call to order at 5:30**
- II. Informational Presentation**
- III. Public Questions and Comments**
- IV. Hearing Closed**

**THE
PRESS-
ENTERPRISE**

**CLASSIFIED
ADVERTISING**

PROOF

Printed by: Tinajero, Maria
at 4:45 pm
on: Thursday, Apr 01, 2010

Ad #: 10219401

3450 Fourteenth St.
Riverside, CA 92501-3878
1-800-880-0345
951-684-1200
951-368-9018 Fax

Account Information

Phone #: (951) 571-7500
Name: MORENO VALLEY USD
Address: 25634 ALESSANDRO BLVD

MORENO VALLEY CA 92553

Acct #: 62209
Client:
Placed by: Debbie Soto
Fax #: (951) 571-7550

Ad Copy:

**NOTICE OF
PUBLIC HEARING**
The Moreno Valley Unified
School District in compli-
ance with Education Code
Section 53202(b) is holding
a Public Hearing to consult
with the community re-
garding the application
and selection of one of four
intervention models for
March Mountain High
School, recently identified
as a Persistently Low
Achieving School based on
the graduation rate.
5:30 P.M.
April 15, 2010
March Mountain High
School
24551 Dracaea Avenue
Moreno Valley, CA 4/3

Ad Information

Classification: Legals
Publications: Press-Enterprise

Start date: 04-03-10
Stop date: 04-03-10
Insertions: 1

Rate code: LE-Open
Ad type: Ad Liner
Taken by: Tinajero, Maria

Size: 1x26.070
Bill size: 27.00x 5.14 agate lines

Amount due: \$48.60

SIG Grant Committee Worksheet

Date: 4/16/10

Committee: Parent, Student, Community Accountability and Engagement

Committee Members Present:

- **Julie Alexander**
- **Judy Contreras**
- **Connie Greenlee**
- **Estella Rodriguez**
- **Kathleen Clark**
- **Brenda Henson**
- **Carol Mayberry (absent)**
- **Karla Noonan (absent) Coordinator of Career Tech Ed., Chair of Access to the Future**

Ideas Discussed:

- **Student accountability and Parent engagement**

Work in progress:

- **Community Engagement**
 - **Committee members will be researching more concrete ways to bring the community into our student's lives. We will have a due date of 4/20/10 to get these ideas back to the committee chairs.**
 - **Meet with Karla during 5th period 4/19/10 in Room 1.**

Ideas proposed to Restructuring Committee:

- **Ways to motivate students to have better attendance/credit completion (accountability)**
 - **Contests**
 - **Awards**
 - **Rewards**
 - **Consequences**
 - **Teacher contact**
 - **Work Force Development**
 - **SWEP in conjunction with CTE/ROP**
 - **Continue games tied to announcements**

- Ways to pull more parents into their student's academic life (engagement)
- Monthly gatherings: Including Parents' Night, Career Night, Re-Orientation, Game Night, skits...
- Phone log for teachers to make contact with parents weekly
- "Take your Parent to School Day"
- Invitations to Monthly (Or 6 Week) Awards Assemblies

SIG Grant Committee Worksheet #2

Date: 4/19/10

Committee: Parent, Student, Community Accountability and Engagement

Committee Members Present:

- Julie Alexander
- Judy Contreras
- Connie Greenlee
- Estella Rodriguez
- Kathleen Clark
- Karla Noonan: Coordinator of Career Tech Ed., Chair of Access to the Future
- Brenda Henson (absent)
- Carol Mayberry (absent)

Ideas Discussed:

- Focus on: Community and Parent Engagement

Work in progress:

- Karla Noonan is going to set up meeting for April 26th @ 1:00 p.m. with members of the business community, in Room 1 at MMHS.

Ideas proposed to Restructuring Committee:

- One of the key ideas discussed at this meeting was to have this a "Career Driven School" in reference to what we do on minimum days:
 - Upon entrance each student will have/take a career survey. (careerzone.com or californiacareer.com)
 - The data gathered from these surveys will drive any special days, parent activities, career days, minimum day activities.
- Career Planning
 - Career Days/Access to the Future
 - Guest Speakers -Rotary/Chamber of Commerce
 - Guest Speakers-Instructors from Career Academies
 - Business Partnerships/Academies -Allied Health, Service Related. Transportation

- **Career Exploration**
 - Guest Speaker-Banker, Small businessman
 - On line applications, resumes
 - Financial Literacy and Visterra (7 week personal finance course)
 - "Pot of money" for field trips
- **Career Tech Ed.**
 - Business/Industry
 - Pathways-certificate classes
 - Stand alone classes-Alpha Smart class (30 computers for keyboarding available Youth Trust); CTE/ROP classes
- **Ideas Discussed for Parent Involvement:**
 - Hire a liaison
 - Parent survey - future needs and availability (Post on school web site)
 - Bilingual survey
 - Parent education workshops (drugs/gang/autism/texting/services available in community) *** have child care available
 - Guest speakers-Stop the Violence
 - Plan parent nights (International Festival and Food Night, Ice Cream Socials, Domino Tournament, Grandparent's Day, Meet-The-Teacher Events, Kid's Turn to Teach)
 - Bring parent to school day
 - Plays & Musical performances
 - Evening performance
 - Send home a school newspaper
 - Keep more events on website
 - Get emails of parents to keep in contact
 - Create a brochure/video to welcome parents
 - Positive "warm" calls home
 - Design curriculum activities that involve parents
 - Saturday Beautify School Volunteers (Plant flowers...)
 - Phone Tree for major events such as testing, field trips, family events...

Connie Greenlee has volunteered to be the liaison between Karla and MMHS. All correspondence will be sent to Connie or Karla and they will forward to the appropriate team members.

March Mountain High School
Needs Assessment Meeting
4/23/10
2:00 p.m.

Present:

Kim Kruger, Director of Secondary Education
Dan Reed, Director of Accountability and Assessment
Jessica Ax, Coordinator of Accountability and Assessment
Debi Rozeski, Coordinator of Professional Development
Karla Noonan, Coordinator of Career Technical Education Department
Laura Strachan, Principal, March Mountain High School
Mike Barney, Director II, District and School Success Center, RCOE
Miceal Kelly, AVID Program Specialist, RCOE

Summary of Meeting:

A description of the March Mountain's Persistently Low Achieving School Status was given to the committee by L. Strachan. Details of the school's plan and efforts for input from staff, students, community and parents were given. It was noted that input so far suggested that the Transformation Model was identified by all groups as the appropriate model to meet the requirements for March Mountain's restructuring.

The site Academic Program Survey (APS) for March Mountain was reviewed. The survey identified that standards-aligned core and intervention materials were being utilized. However, some intervention programs were not delivered to the students with program fidelity due to time constraints and some not available at all due to the school's schedule which only provided three, one hour periods a day. The survey also identified limited use of formative and summative assessments in the core areas as an area of weakness. Targeted professional development outside of curriculum training was also identified as a weak area. It was discussed that since March Mountain's designation was due to a low graduation rate, the longer day in the transformation model would allow interventions to be delivered with fidelity and would allow students the opportunity to take more classes, therefore, earning more credits. In addition, it was discussed that the longer, restructured day would allow for use of pacing guides school-wide. In addition, the development of both formative and summative assessments to provide the data would provide student performance data for analysis of student performance.

The District Assistance Survey (DAS) was then reviewed. Again, it was recognized that the District provided standards-aligned core and intervention instructional materials, but March Mountain was not able to utilize all of them or deliver with fidelity due to its shortened schedule. Challenges to provide new materials due to the state budget was discussed. Parent and community involvement are encouraged by the District, but it was noted that March Mountain has been challenged in that area, getting very little parent involvement, even with attempted outreach. The area of human resources was discussed. Since the staff at March Mountain has been very stable and there is little

turnover, there has been no need for recruiting incentives. The DAS showed a minimal implementation of incentive pay due to contractual components with its union. The budget was also discussed as a reason for a lack of recruiting. In the DAS the District's extensive use and availability of technology for data collection.

March Mountain recently went through a full WASC visit. The Schoolwide Needs Assessment, Parent Survey, as well as the WASC team report, were reviewed. In reviewing Parent Survey it was clear that, although the school received a high percentage of approval in most areas, the areas of teacher to parent communication regarding expectations, homework and progress were identified by the parents surveyed as areas of weakness.

The Schoolwide Areas of Strength identified in the WASC visiting committee report were as follows:

- The dedicated, knowledgeable, compassionate, and qualified staff that works in collaboration.
- The regular and organized analysis of common assessments, especially in math and English for the improvement of student learning
- The differentiated instruction, flexible scheduling, and individualized pacing that work to enhance the students' opportunities to graduation
- The establishment and maintenance of a positive and accepting culture in a safe environment for staff and students

The Key Issues identified in the WASC visiting committee report were as follows:

- Development of a schoolwide program of benchmark assessments and the use of assessment data to monitor and adjust instruction and enhance student learning
- Continued efforts to identify strategies to improve and report student attendance.
- Assessment of staff development needs and evaluation of the staff development program
- Continued explorations of possibilities to fund the expansion of the elective program

In reviewing the WASC Visiting Committee Report and the parent survey, the needs assessment team felt that the need for curriculum alignment and data assessment to guide instruction was clear. Parent communication regarding attendance and student achievement was clearly identified as an area of improvement. In addition, the need for a cohesive staff development plan was noted and the need for it to focus on the use of data to monitor student performance was noted.

The schoolwide areas of strength were also reviewed as the school culture and climate are very positive. Staff was identified as "dedicated, knowledgeable, compassionate, and qualified." Differentiated instruction was cited as a strength for the school. Although, the individualized pacing was listed by the committee as a strength, the needs assessment team discussed that this led to a lack of accountability for the students and also led to a lack of curriculum alignment departmentally at the school.

The input from the public hearings was reviewed from the public hearings, but specific input was minimal due to a low number of parent attendees. All parents and staff that attended supported the school and stated that they felt that the Transformation Model was best solution to the low graduation rate at March Mountain. Staff and community committee minutes were reviewed and the needs assessment team felt that the recommendations put forth for community involvement, a revised schedule which included a longer day and computer-based learning, and curriculum with assessment alignment were valid and would assist in correcting the low graduation rate at March Mountain.

Discussion continued about what components may be included in the Transformation model and what student supports may be put in place. It was discussed that RCOE would be contracted to act as an outside agency for program assistance and assessment. Introducing AVID was also discussed.

With 100% agreement, it was the consensus of the committee that the Transformation Model should be utilized in the School Improvement process at March Mountain.

SIG Grant Committee Worksheet #3

Date: 4/26/10

Committee: Parent, Student, Community Accountability and Engagement

Committee Members Present:

Julie Alexander

Judy Contreras

Connie Greenlee

Estella Rodriguez

Kathleen Clark

Karla Noonan: Coordinator of Career Tech Ed., Chair of Access to the Future

Brenda Henson

Carol Mayberry (absent)

Other Guest Members Present:

Rexanne Mummert, Workability

Terrance Davis, Asst. Branch Manager School First FCU

Anna Brown, Vistera CU

Marshall C. Scott, State Farm Ins. & Financial

Suzanne Potter, Coordinator/Principal CTE/ROP(RCOE)

Karla Noonan, MVUSD Career Technical Ed.

Oscar Valdepena, President MV Chamber

Paul Quaschuick, Chiropractor

Ideas Discussed:

- Focus on : District Input

Partner w/Career Tech Ed. -Flex day services

- Focus on: Community Input

How do we get the word out about the good things happening at MARCH Mountain High School?

Partner w/business or organization

Partnerships with community

Guest speakers-Mentors

Educate parents-Partners get parents involved by exercising influence

Parents tour the facility-Positive input from staff

Why do MMHS students not graduate?

Come to us to late

Three period day

Poor attendance

- Focus on ways to help students get to school

Provide money for bus passes-Grant
Get contract with bus company or RTA
Vouchers for free transportation -TAP

Data concerning CTE/ROP:

Out of the 194 students enrolled 2nd semester, 75 earned credit
Students need to be challenged to improve attendance-ROP has no
support structure to report attendance to any home schools in the
MVUSD.

Raffle tickets-prizes to motivate students to improve attendance

- Additional Ideas Discussed:

Mentors pair with youth

Business partners with MMHS

Business adopt MMHS

Counseling partnerships

Career testing for all students

All MMHS students need a Work class

Need community liaison to stress-manners, appropriate dress for job

Need exploratory work experience, job shadowing and internships

Need graduation bound similar to college bound

**Restructuring: March Mountain H. S.
Scheduling Committee Meeting
Thursday, April 29, 2010**

Attendees:

Mike Maynard, Jerry Tetley, Dianne Copelan, Diane Stewart, Ed Buhr

The purpose of this meeting was to agree upon, firm up, and clearly state recommendations concerning scheduling as it relates to the restructuring proposals at March Mountain Continuation High School. Issues that relate to scheduling were discussed in depth at a previous meeting. It is understood that scheduling is affected by the recommendations of all of the other sub-committees and will therefore need to be adjusted as the other sub-committees complete their recommendations.

Recommendations from the Scheduling sub-committee:

- 1) The previous restructuring recommendation submitted last year were very well done and should serve as a foundation for a revised restructuring proposal. Adjustments will be needed to facilitate the added flexibility and features of the current, expanded, concept. The basic work of last years committee should be adjusted but not redone.
- 2) It is recommended that March Mountain H.S. shifts to a single 5 period school day with a common 6th period prep for all teachers with a flex-day every Thursday.
- 3) Establishment of an optional "0" period prep on a departmental basis, is not recommended.
 - a. The rest of the school would not be available for interaction at that time which would diminish the advantage of having a common prep.
 - b. The restructuring provides sufficient flexibility in teacher scheduling and providing the "0" period option is not a productive or desirable option.
 - c. Safety is an issue for teachers regularly arriving to a partially staffed school at 7am.
 - d. Few teachers would probably choose the "0" period option.
 - e. Monitoring of contractual obligations would be difficult and inconsistent.
- 4) It is recommended that structured advisory time is established in the regular schedule.
 - a. One 30 minute period per week.
 - b. Recommend the end of fourth period on Wednesdays.
 - c. Advisory should be on a non-flex.
 - d. Each period could be shortened by 5 minutes on advisory day.
 - e. Advisory periods must be structured and productive with a weekly published plan.
- 5) It is recommended that year around computer school and summer academy be explored further.
 - a. The working concept for computer school is not well understood.
 - b. The implications on scheduling will be assessed when implementation is defined.

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Page 1 of 1
Greenlee, Connie

From: Alcala, Jose

Sent: Friday, May 07, 2010 9:33 AM

To: Strachan, Laura; Alexander, Julie; Bayne, Machele; Bernard, Jamie; Buhr, Edward; Clark, Kathleen; Eastman, Louise; Fenton, James; Glanville Michelle; Greenlee, Connie; Hanks, Staci; Haral, Shelly; Henson, Brenda; Hirsch, Elizabeth; Johnson, Patricia; Kent, JoAnn; Kirkland, Marla; Lepore, Bob; Marquez, Maria; Marquez, Maria; Mayberry, Carol; Morey, Kimberly; Mouton, Yolanda; Mummert, Rexanne; Peckels, Gary; Perez, Lorena; Propofsky, Tom; Quintero, Steve; Rodriguez-Keyes, Estella; Rose, Nancy; Seekins, Sarah; Smith, Bruce; Smith, Rhonda; Tetley, Jerry; Washington, Thomas; Williams, Gitta

Subject: Association Staff Meeting

- *Informal*

Hello Everyone,

I just wanted to let you all know that there will be an informational meeting at lunch TODAY in room M-2. The purpose of the meeting is to get everyone up to speed as to where we are in the grant process and to also let you know what the next steps will be. Janet MacMilan and Ann Adler will also be there to help fill us in on some of the contract/bargaining issues that we may be facing. I hope to see you all this afternoon.

Thank You,
Jose

5/7/2010

**FACULTY
MEETING
May 10, 2010**

Room M-2

1) Last Staff Meeting will be June 7

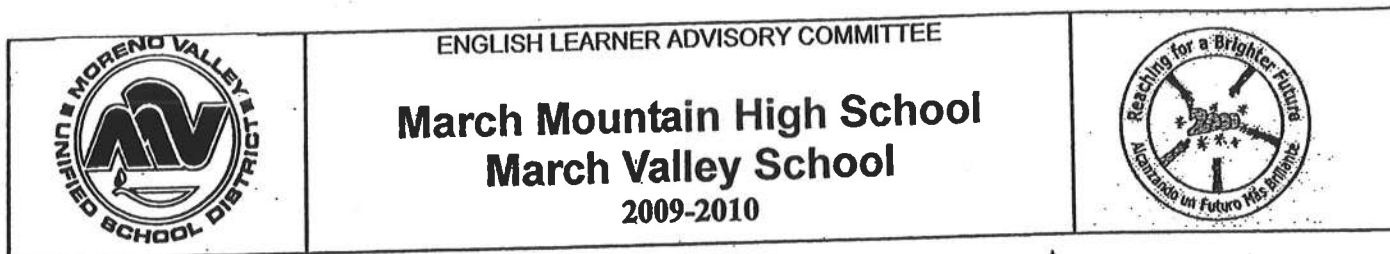
Mike Maynard

2) Safety/Discipline Committee

Allan Aab

3) SIG Grant Info (March Mountain)

Laura Strachan



March Mountain High School **March Valley School** 2009-2010

AGENDA **May 17, 2010 / 17 de mayo de 2010**

dmc

I Opening
Welcome & Sign-In
Pledge of Allegiance
Introductions

II Guest Speakers
DELAC
Presidente, Lourdes Huitrado,
Vice Presidente, Freddy Norton
Parlimenarian, Martin Novela
Strachan, Principal
• School update

III Approval of Minutes
None to approved

IV Officers' Reports
• School Site Council
• DELAC

V Old Business
• Elections
• Attendance
• Complaint Procedures
• Reclassification
• Annual Census R-30

VI New Business

VII Adjournment

I Apertura
Firma y Bienvenida
Juramento a la Bandera
Presentaciones

II Invitados Especiales
DELAC
Presidenta, Lourdes Huitrado,
Sub Presidente, Freddy Norton
Parlimenario, Martin Novela
Laura Strachan, directora
• Actualizaciones de la escuela

III Aprobación de la Minuta
Ninguno

IV Reporte de los Oficiales
• Concilio de Sitio
• DELAC

V Asuntos Pendientes
— • Elecciones
• Asistencia
• Procedimientos de Quejas
• Reclasificación
• Censo anual de lenguaje - R-30

VI Asuntos Nuevos

VII Clausura

Pledge

I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

Juramento

Juro lealtad a la bandera de los Estados Unidos de América y a la república que representa, una nación bajo Dios, indivisible, con libertad y justicia para todos.

Officer Name
President
Presidente

Officer Name
Vice-President
Sub-Presidente

Officer Name
Secretary
Secretaria

Officer Name
Parliamentarian
Parlamentario

Officer Name
DELAC
Representative
Representante de
DELAC

Laura Strachan
Principal
Directora

Juanita Quiroz
EL Specialist
Specialista

March Mt. High School

Laura Strachan

School Site Council

MINUTES

May 18, 2010

Date

I. Opening

Staci Hanks, Chair, called the meeting to order at 3:15 p.m.

Members present were: Laura Strachan, Principal; Staci Hanks, Chairperson; Michelle Glanville, Secretary; Liz Hirsch, Library Tech; Jamie Bernard, Teacher; Linda Grafstrom, Teacher; Dianne Copelan, Teacher; Ed Buhr, Teacher

II. Old Business

Staci discussed the SPSA – The district office is requesting changes before it goes to board for approval. Staci will make the adjustments, however, the plan will have to be revisited once the School Improvement Grant is processed and we know more about what we are working with for next year.

III. New Business

Laura discussed the restructuring plan and the grant application that needs SSC approval. – Clarification regarding issues for next year's schedule, credit completion, and new programs. **Staci called for a vote to accept the plan as written by the Re-structuring Committee. Dianne Copelan motioned, Linda Grafstrom seconded - all were in favor, there were no abstentions.**

IV. Next Meeting

This is the last scheduled meeting for this year, but one might be called to look at the SPSA for next year. Staci will let everyone know.

V. Adjournment

Staci adjourned the meeting.

Strachan, Laura

From: Strachan, Laura

Sent: Tuesday, May 18, 2010 12:27 PM

To: Alexander, Julie; Bayne, Machele; Bernard, Jamie; Buhr, Edward; Clark, Kathleen; Contreras, Judy; Copelan, Dianne; Crist, Linda; Fenton, James; Garrison, Adrienne; Glanville Michelle; Grafstrom, Linda; Greenlee, Connie; Hanks, Staci; Hardy Deryll; Harral, Shelly; Henson, Brenda; Hirsch, Elizabeth; Inouye, Julie; Johnson, Patricia; Jones, Anthony; Jones, Typasha; Kardos, Marilu; Kent, JoAnn; Kirkland, Marla; Lepore, Bob; March Mountain; Marosz, Claudia J.; Marquez, Maria; Marquez, Maria; Mayberry, Carol; Maynard, Mike; Morey, Kimberly; Mouton, Yolanda; Nelson, Yuko; Peckels, Gary; Perez, Lorena; Propofsky, Tom; Quintero, Steve; Rodriguez-Keyes, Estella; Rose, Nancy; Seekins, Sarah; Smith, Bruce; Smith, Rhonda; Stewart, Diane; Strachan, Laura; Tetley, Jerry; Valdivias, Juan; Vasilis, Toni; Washington, Thomas; Williams, Gitta; Zappia, Lydia

Cc: Quiroz, Juanita; Alcala, Jose; MacMillan, Janet

Subject: Restructuring Plan

Attachments: Restructuring Wording.doc

Attached is the Restructuring Plan based on the requirements of the School Improvement Grant for the Transformation Model. Unfortunately, due to tight timelines, we will have to present this at a faculty meeting on Friday, May 21, 2010 in M1 at 3:10. I greatly apologize for having this on a Friday. If you would please read the attached proposal and speak to a Restructuring Team Member for clarification prior to the meeting, it will make it go quicker. There will be a vote on the plan immediately following the meeting for certificated staff. Again, I ask that you look at the plan thoroughly and ask any questions you may have. As you know, the grant called for major restructuring of our program in order to be able to implement the Transformation Model and I appreciate the time you have all taken and the work you have done in this process. Just a reminder, your Restructuring Team is: Julie Alexander, Judy Contreras, Linda Grafstrom, Nancy Rose, Rhonda Smith and Steve Quintero.

Thank you.

5/18/2010

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
25634 Alessandro Boulevard
Moreno Valley, California**

**MINUTES FOR THE STUDY SESSION
OF THE BOARD OF EDUCATION OF MAY 18, 2010**

The minutes of the Study Session of May 18, 2010 are being submitted to the Board of Education for approval at its Regular Board Meeting of June 15, 2010. The minutes are a complete and factual record of action taken by the Board of Education at its Study Session of May 18, 2010.

THESE PROCEEDINGS ARE AUDIO TAPED PURSUANT TO GOV. CODE §54953.5

CALL TO ORDER: The Board of Education opened the meeting at 5:35 p.m. to discuss the Restructuring Plan of March Mountain High School.

ROLL CALL: Aye – Baca Aye-Holguin Aye-Sayre Vackar (late)

Members Absent: Jacqueline L. Ashe

Members Present

Jesus M. Holguin, President

Jacqueline L. Ashe, Vice President (arrived for Closed Session only)

Rick Sayre, Clerk

Victoria Baca, Member

Tracey B. Vackar, Member

Administration Present

Rowena T. Lagrosa, Superintendent

Barbara Davis, Ed.D, Assistant Superintendent, Educational Services

Henry Voros, Assistant Superintendent, Human Resources

Estuardo Santillan, Business Manager, Business Services

Kathy Nordin, Director, Elementary Education

Laura Strachan, Principal, March Mountain

Kim Kruger, Director, Secondary Education

Aaron Barnett, Director, Information Systems

Betsy Sample, Director, English Language Learners' Program

Visitors

Debra Craig

Beverly Scott

Janet MacMillan

Lisa Broomfield

Nancy Penn

Karla Noonan

PUBLIC COMMENTS ON AGENDA ITEM:

There were none.

STUDY SESSION

RESTRUCTURING PLAN OF MARCH MOUNTAIN HIGH SCHOOL

March Mountain High School has been identified by the California State Board of Education as a Persistently Low Achieving School. This identification is based on a graduation rate of less than 60% over the past four years. School Improvement Grants are available to fund restructuring. Staff is in the process of identifying which of the four approved models they will plan to implement. Staff will present the models available for restructuring and the process and timeline they will follow to submit the grant. Educational Services will present to the Board a draft grant proposal and an update at the next board meeting (May 25, 2010).

Superintendent Rowena T. Lagrosa began the Session by stating that in February the District had received notification from the California Department of Education that one of our schools had been identified as one of the persistently lowest-achieving schools that attributed to its graduation rate. California law requires that each of the schools identified as the persistently low achieving must implement one of four intervention models beginning in the 2010-11 school year. This evening, March Mountain Principal, Ms. Laura Strachan and Director of Secondary Education, Mr. Kim Kruger will review the process they have engaged in with the stakeholders at March Mountain to identify one of those four restructuring models, and subsequent to that, also speak to the School Improvement Grant (SIG) for which they are applying in order to have the fiscal means to do the work that needs to be done to improve the graduation rate at March Mountain. She introduced Mr. Kim Kruger.

Mr. Kruger stated that this study session was to give the Board an update on the grant they have been working on and how we have incorporated all the stakeholders and what we have done and how we made the decision on which model to utilize, and to give you a timeline so you know exactly where we are in the grant. The grant is due to be submitted to the State by June 1, 2010. We are in the process of writing the grant right now. We will have that completed by Friday in order to submit it to you in your Friday packet. We will also place it on the agenda for Tuesday's board meeting for your approval. It's been a challenge because when the information came to us, the State only gave us about five (5) weeks to do this entire process. That includes all of our meetings, meetings with the stakeholders, meeting with all the people at the school site, and writing the grant; it's been a very tight timeline. I am very proud of Laura Strachan and her staff at March Mountain High School who have worked very hard and also Karla Noonan, Coordinator, Career Technical Education, who has helped with writing the grant. He introduced Ms. Laura Strachan.

Ms. Strachan began by reviewing the four models that the lowest-achieving schools would have to choose from and implement one of them as required by the State. Below are the four models:

1. **Turnaround Model:** The local educational agency (LEA) undertakes a series of major school improvement actions, including but not limited to, replacing the principal and rehiring no more than 50 percent of the school's staff; adopting a new governance structure; and implementing an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with California's adopted content standards.

2. **Restart Model:** The LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a locally-determined rigorous review process using state educational agency (SEA) provided guidance. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model school must reenroll, within the grades it serves, any former student who wishes to attend the school.
3. **School Closure Model:** The LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
4. **Transformation Model:** The LEA implements a series of required school improvement strategies, including replacing the principal who led the school prior to implementation of the transformation model, and increasing instructional time.

Selection of a Model: A needs assessment was completed through two public hearings, meetings with stakeholders which included staff, students, parents and community leaders, and review of school data, a parent survey and results of the District Assistance Survey and the Academic Performance Survey. These were reviewed by a team that included the staff from Accountability and Assessment, Professional Development, Career Technical Education, RCOE Staff, the Director of Secondary Education and the school principal.

The Transformation Model was selected as the intervention model for March Mountain High School.

School Improvement Grant (SIG): Schools identified on the list of Persistently Lowest-Achieving Schools are eligible for a school improvement grant of between \$50,000 and \$2,000,000 to implement the intervention model selected. This grant is due on June 1, 2010.

Requirements for the Transformation Model: There are a large number of requirements for this intervention. The specific requirements are divided into four categories.

1. Developing and increasing teacher and school leader (and other staff) effectiveness
 - Evaluation system (bargained 2010-11)
 - Awards, financial incentives (bargained 2010-11)
 - Opportunities for promotion and career growth (bargained 2010-11)
 - Identification and removal of underperforming staff (bargained 2010-11)
2. Comprehensive Instructional Reform Strategies

- Staff will be able to request flexibility in use of their prep period for activities such as professional development, curriculum development and community outreach.
- Professional Development:
 - Use of formative and summative assessments
 - Continued PLC training
 - Use of data to drive instruction
 - CBI (computer-based instruction)
 - Advisory strategies
 - Other identified areas of need, based on grant
 - Avid strategies
 - EL training
 - Technology
 - Long range developing ideas for instructional strategies

3. Strategies Options for Students

- Comprehensive Instructional Reform
Alignment of curriculum and curriculum development of benchmark tests and pacing guides for all subject areas, department staff will work over the summer on this and with RCOE
- PLC's, time on flex days and common preps, training
- Investigate other ways to meet needs of an increased number of English Language Learners, SIOP training, release days for training by departments
- Provide opportunity to take biology and work with comprehensive sites to provide other available classes to advanced students that qualify
- Use of computer curriculum to provide student opportunities for elective and advanced coursework, possible language

4. community-oriented schools

- Increasing learning time and creating
Regular extended day schedule with use of standards-based, computerized curriculum with internet access (2 FTE's)
- Align computer curriculum to District pacing guides
- Students can access curriculum at home, but tests are taken at school
- Possibly open labs before school and after school
- Collaboration with the adult school to assist students severely credit deficient, providing an extended length of time for graduation
- Possible funding of an afternoon adult education class solely for MMHS students concurrently enrolled
- Development of program that allows for concurrent enrollment and transition to adult school

- Computer-based Instruction Program (2 FTE's)
 - Separate school within a school
 - Large, lab-like setting, teachers in one area
 - Students work individually on computer curriculum at own pace
 - Small group instruction
 - Assessment of incoming students during the summer orientation (extra time paid by grant)
 - Part-time counselor to work with students on emotional needs and school/career planning (if sustainability can be determined)
 - Student "portfolios" for advisory
 - Increase of EL Specialist position from 40% to 50% (if sustainability can be determined) which would be one day every two weeks to assist in SIOP implementation
 - Students would attend a five period day with which will include a return to first period at the end of the day. There will be a flex day on Thursdays to allow for staff development and collaboration. This flex day will include an advisory period for the students
 - Staff will be able to request flexibility in use of their prep period for activities such as professional development, curriculum development and community outreach.
 - Development of parent, community and business partnership, including mentor and intern program with community organizations and business
 - Hold community resource fairs at school
 - Parent education classes: graduation requirements, financial aid, possible Rosetta Stone in labs
 - Regular school tours scheduled
 - Revised orientation process, including student assessment
 - Required parent conferences with counselor or administrator for students not progressing
- Providing operational flexibility and sustained support**
- RCOE as an external evaluator/partner
 - Staff development
 - Possible Title 1 eligibility for funding

School Enrollment and ADA – The average monthly enrollment for March Mountain this year has been 688, with an average of 569 each month.

Projected Enrollment – Due to the five period days, average enrollment at March Mountain would be 550. However, with the additional two labs and the school within a school, the average available enrollment would raise to 682, only 6 short of the average this year.

Attendance – Attendance has been a focus for the Restructuring Team at March Mountain. With a half-time position dedicated to attendance and communication, the extra first period contact and advisory the staff feels that attendance rates will rise. In

addition, the five period days will raise the attendance rates as period absences can be made up with the extra classes attended daily.

Projected ADA – the estimated ADA percentage for March Mountain next year would be 88-90%, providing an average ADA of 600-613. If this increase is correct, this could be a factor in sustainability of the program when the grant funding ends.

Projected Grant Budget - \$677,325.00 total for the year and \$534,000.00 yearly after the first year.

Board Discussion

There was extensive board discussion and clarification.

Superintendent Lagrosa

We can debate the question, but this is something that we are mandated to do, but the larger question is more of an ethical question, should we do it because it's best for kids. We all agree that our current model is not working. Staff is working hard and is doing the best they can but are not succeeding. They know that the students that are arriving at their school are already so far behind and credit deficient and also know that no matter what they do they won't be able to catch up. But this has provided us an opportunity to look at a new model. Two years ago when we starting exploring, we visited Buena Vista and Hemet and by visiting those schools we saw there was a buy in from their staff, although it took time to where they are now. I have no doubt that with the input of the staff, March Mountain can succeed. This is an issue that we all own and created and that needs to be addressed by all of us, not just March Mountain. We have talked about a wholistic approach needs to be taken, and a very positive one is that the Alternative Education Committee has now reconvened and has met twice and will continue to meet on a regular basis to address the issues that are in our middle schools and high schools.

Board Comments:

Tracey B. Vackar

I would support on moving forward with the grant.

Victoria Baca

Requested data of March Mountain students since kindergarten or first grade that are currently attending March Mountain; and requested the sign in sheet of who attended the public hearing.

Rick Sayre

This was a good report; although it was very candid I don't think we will solve anything. I think you have to look at this whole thing globally. If you only have a limited number of students to succeed, then there is no way you can keep these students. I am really shocked at the number in terms when you look at it, it's hard to swallow, and these kids are prone to not being achievers. Did you look at the number of kids that could survive at a regular comprehensive high school with just a more careful "care" to them?

Ms. Strachan

There are some kids that require smaller classrooms and a smaller setting. Many times the comprehensive sites don't help, but they have to be pretty extensive specially with the size of our high schools it can be daunting to some kids. Here at March Mountain kids are very accepting of each other. The system we have right now is not helping our kids.

Jacqueline L. Ashe

Ms. Ashe stated that she was in complete approval of the March Mountain Restructuring Plan (message conveyed through Board President Holguin, since Ms. Ashe was not physically present. She arrived for Closed Session).

Jesus M. Holguin

This was a good report and thank you for giving us all the facts.

Study Session was adjourned at 7:15 p.m. to convene into Closed Session to discuss Conference with Labor Negotiator.

**PUBLIC
COMMENTS
ON CLOSED
SESSION:**

There were no public comments on the closed session agenda.

The Board of Education reconvened into Open Session at 8:06 p.m.

**REPORT OUT
OF CLOSED
SESSION:**

There were no reportable actions taken by the Board of Education during Closed Session.

ADJOURNMENT: There being no further items to come before the Board of Education; the meeting was adjourned at 8:07 p.m.

**Agenda and minutes from the Moreno Valley Unified School District Board
Meeting on May 25, 2010, showing grant approval.**

Moreno Valley USD Agenda

Created: May 21, 2010 at 03:14 PM

Regular Meeting of the Board of Education

**May 25, 2010
Tuesday, 04:00 PM**

As required by Government Code 54957.5 (b) (2) the Moreno Valley Unified School District's Board Agendas are posted at the Romello Ruiz Community Education Center - 25634 Alessandro Boulevard, Moreno Valley, California

OPEN SESSION: 4:00 P.M.

CLOSED SESSION: 5:00 P.M.

OPEN SESSION: 7:00 P.M.

LOCATION: BOARD ROOM,

25634 ALESSANDRO BOULEVARD, MORENO VALLEY, CA 92553

THESE PROCEEDINGS ARE BEING AUDIO/VIDEO TAPED PURSUANT TO GOVERNMENT CODE §54953.5 AND REBROADCAST ON TIMEWARNER CABLE CHANNEL 16 AND VERIZON FIOS CHANNEL 38.

The Board of Education will meet in Closed Session to discuss matters of Public Employee Employment; Student Discipline; Public Employee Discipline/Dismissal/Release/Non-Reelects/Reassignment; Conference with Labor Negotiator and Personnel Complaints.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modification or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's governing board, please contact the office of the District Superintendent at (951) 571-7500. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation in and accessibility to this meeting. Upon request, the District shall also make formats for this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability.

Agendas of public meetings and any other writings distributed to all or a majority of the District's Board of Education members, in connection with a matter subject to discussion or consideration at an open meeting of the Board of Education, are public records. If such writing is distributed less than 72 hours prior to public meeting, the writing will be made available for public inspection at the Romello Ruiz Community Education Center - 25634 Alessandro Boulevard, Moreno Valley, California.

All requests to address the Board of Education on agenda and non-agenda items must be submitted prior to the beginning of the meeting.

A. Call To Order

1. The Board of Education opened the meeting at _____ p.m.

L. Action Items - Student Services**1. Student Discipline - Cases 525-543****M. Discussion/Action Items - Educational Services****1. 2010-2011 Single Plan for Student Achievement Updates (M) (C)**

Single School Plans for Student Achievement (SPSA) are developed, reviewed, and submitted by School Site Councils each year. The purpose of the SPSA is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. Staff recommends Board approval of these plans.

It was moved by _____ and seconded by _____ to approve the 2010-2011 Single Plan for Student Achievement Updates.

VOTE: AYES: NAYS: ABSTAIN:

2. Approve 2010-11 Restructuring Plans (D) (M)

The restructuring plans for the 2010-2011 school year for the following schools are presented to the Board for approval:

Elementary	Elementary	Middle Schools	High Schools	Alternative Schools
Creekside	Ridge Crest	Badger Springs	Canyon Springs	Rainbow Springs
Edgemont	Serrano	Landmark	Moreno Valley	March Valley
Hidden Springs	Sunnymead	Mountain View	Valley View	
Honey Hollow	Sunnymeads*	Sunnymead	Vista del Lago*	
La Jolla		Vista Heights		

*New proposals.

All sites listed have followed the restructuring process and obtained the necessary approvals from staff. Educational Services Division and MVEA approve the proposals. Staff recommends the Board approve the restructuring plans.

It was moved by _____ and seconded by _____ to approve the restructuring plans for the 2010-2011 school year.

VOTE: AYES: NAYS: ABSTAIN:

3. 2010-2011 Restructuring Plan for March Mountain (D) (M)

The restructuring plan for the 2010-2011 school year for March Mountain is presented to the Board for approval. March Mountain has followed the restructuring process and obtained the necessary approvals from staff. Educational Services Division and MVEA approve the proposal. Staff recommends the Board approve the restructuring plan.

It was moved by _____ and seconded by _____ to approve 2010-2011 restructuring plan for March Mountain.

VOTE: AYES: NAYS: ABSTAIN:

4. School Improvement Grant for March Mountain (D) (Y)

Schools identified on the list of Persistently Lowest-Achieving Schools are eligible for a school improvement grant of between \$50,000 and \$2,000,000 to implement the intervention model selected. March Mountain High School will present its completed grant application, outlining the mandated interventions identified in the Transformation model selected. Specifically required components of the intervention model selected are outlined in this grant proposal, along with the development and implementation process explicitly delineated.

It was moved by _____ and seconded by _____ to approve the School Improvement Grant for March Mountain.

VOTE: AYES: NAYS: ABSTAIN:

N. Discussion/Action Business Services

1. MAY REVISE

A report will be presented on the Governor's May Revised Budget.

2. THIRD INTERIM REPORT

A Third Interim Report will be provided setting forth the current year's budget, the actual income and expenditures through April 30, 2010, the projected income and expenditures through June 30, 2010, and projections for the next two years. The report shows that the District will be unable to meet the minimum 2% Reserve Requirement on the third year out (2011-12), so a qualified certification is recommended.

It was moved by _____ and seconded by _____ to approve Business Services Third Interim Report, as presented.

VOTE: AYE- NAY- ABSTAIN -

3. RESOLUTION NO. 2009-10-63 ESTABLISH TEMPORARY INTERFUND TRANSFERS

With the proposed state deferral of revenues to school districts, it may be necessary for Moreno Valley to internally transfer funds for cash flow purposes. This internal borrowing between District funds is authorized by Education Code Section 42603. Any funds transferred in June 2009 are required to be repaid by the following June 2010. No more than 75% of the money held in any fund may be transferred.

It was moved by _____ and seconded by _____ to approve Resolution No.

Strachan, Laura

From: Diener, Patricia
Sent: Thursday, May 27, 2010 9:44 AM
To: Alessandro Administration; all school sites; Asst Principals/Deans; CEC; Facilities; Lorri Limoges Outside; MacMillan, Janet; Other Schools; POC; Principals
Cc: Diener, Patricia; 'Jesus_Holguin@sbcss.k12.ca.us'; Tracey Vackar (Outside); 'sayrefamily@roadrunner.com'; Ashe, Jacqueline Outside; Victoira Baca (Outside)
Subject: Board Follow - Up May 25, 2010

Good Morning All!

Below are the results of the May 25, 2010 Board Meeting and the Reconvened Regular Meeting of May 26, 2010:

REPORT OUT

OF CLOSED SESSION: The Board of Education has asked the Riverside County Superintendent of Schools to assist us in the process of the selection of a new Superintendent.

CONSENT ITEMS:

It was moved by Rick Sayre and seconded by Tracey B. Vackar to approve the Superintendent Consent Items F-1 through F-3; Educational Consent Items G-1 through G-4; Business Services Consent Items H-1 through H-10; and Human Resources Consent Items I-1 through I-11, as presented.

VOTE: Ayes - 4 Nays - 0 Absent - 1
 (Ashe)

ACTION ITEMS:

It was moved by Tracey B. Vackar and seconded by Rick Sayre to approve the Superintendent Action Item J-1; Educational Services Action Item K-1; Student Services Action Item L-1, as presented.

VOTE: Ayes - 4 Nays - 0 Absent - 1
 (Ashe)

DISCUSSION/ACTION ITEMS:

EDUCATIONAL SERVICES

- 2010-2011 Single Plan for Student Achievement Updates

It was moved by Tracey B. Vackar and seconded by Victoria Baca to approve the 2010-2011 Single Plan for Student Achievement Updates.

VOTE: Ayes - 4 Nays - 0 Absent - 1

5/27/2010

(Ashe)

- Approve 2010-11 Restructuring Plans

It was moved by Tracey B. Vackar and seconded by Victoria Baca to approve the restructuring plans for the 2010-2011 school year as presented but removing Serrano and Vista Heights to bring back June 15, 2010 board meeting.

VOTE: Ayes - 4

Nays - 0

Absent - 1

(Ashe)

- 2010-2011 Restructuring Plan for March Mountain

It was moved by Tracey B. Vackar and seconded by Victoria Baca to approve the 2010-2011 restructuring plan for March Mountain.

VOTE: Ayes - 3

Nays - 1 (Sayre)

Absent - 1

(Ashe)

- School Improvement Grant for March Mountain

It was moved by Rick Sayre and seconded by Tracey B. Vackar to approve the School Improvement Grant for March Mountain.

VOTE: Ayes - 4

Nays - 0

Absent - 1

(Ashe)

BUSINESS SERVICES

- THIRD INTERIM REPORT

It was moved by Tracey B. Vackar and seconded by Rick Sayre to approve Business Services Third Interim Report.

VOTE: Ayes - 4

Nays - 0

Absent - 1

(Ashe)

- Resolution No. 2009-10-63 Establish Temporary Interfund Transfers

It was moved by Rick Sayre and seconded by Victoria Baca to approve Resolution No. 2009-10-63, as presented.

VOTE: Ayes - 4

Nays - 0

Absent - 1

(Ashe)

- Resolution No. 2009-10-64 Establish Temporary Interfund Transfers 2010-11

It was moved by Rick Sayre and seconded by Tracey B. Vackar to

approve Resolution No. 2009-10-63, as presented.

VOTE: Ayes - 4 Nays - 0 Absent - 1
(Ashe)

HUMAN RESOURCES

- **Public Employee Employment - Assistant Principal 9-12**

It was moved by _____ and seconded by _____ to open the recruitment for three (3) Assistant Principal 9-12 positions.

NOTE: Motion died (Ms. Vackar made a new motion):

It was moved by Tracey B. Vackar and seconded by Rick Sayre to rescind three (3) Dean positions.

VOTE: Ayes - 4 Nays - 0 Absent - 1 (Ashe)

The Board of Education reconvened into Closed Session at 10:17 p.m.

The Board of Education reconvened into Open Session at 11:32 p.m.

REPORT OUT OF CLOSED SESSION: The Board of Education Closed Session was recessed and will reconvene May 26th at 5:30 p.m.

RECONVENED MEETING OF MAY 26, 2010

The Board of Education reconvened into Closed Session at 5:30 p.m. to discuss Conference with Labor Negotiator.

The Board of Education reconvened into Open Session at 6:15 p.m.

There were no reportable action taken by the Board of Education during Closed Session. There being no further items to come before the Board of Education; the meeting was adjourned at 6:16 p.m.

Thank you,

Patricia Diener
Executive Secretary, Board of Education
Moreno Valley Unified School District
Phone (951) 571-7573 Fax (951) 571-7515

Our mission is to prepare all students academically and socially to become productive members of society.



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SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 18 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis
Response:
ii. Selection of Intervention Models
Response:
iii. Demonstration of Capacity to Implement Selected Intervention Models
Response:
iv. Recruitment, Screening, and Selection of External Providers
Response:
v. Alignment of Other Resources with the Selected Intervention Models
Response:
vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)
Response
vii. Modification of LEA Practices or Policies
Response:
viii. Sustainment of the Reforms after the Funding Period Ends
Response:
ix. Establishment of Challenging LEA Annual School Goals for Student Achievement
Response:
x. Inclusion of Tier III Schools (if applicable)
Response:
xi. Consultation with Relevant Stakeholders
Response:

Form 3

Narrative Response

i. Needs Analysis

Prompt: The LEA must describe the process and findings of the needs assessment conducted on each school it commits to serve and the evidence use to select the intervention model to be implemented at each school. This description of the needs assessment must address the following areas:

- *Assessment instruments used to conduct the analysis (e.g., Academic Performance Survey (APS), Least Restrictive Environment (LRE), and District Assessment Survey (DAS))*
- *The roles and responsibilities of the LEA and school personnel and other collaborative partners that were responsible for conducting the needs assessment and/or analyzing its results*
- *The process for analyzing the findings and determining the appropriate intervention model*
- *Findings concerning each schools current practices and potential for improvement in each of the following areas:*
 - *use of California's standards-aligned instructional materials and targeted interventions*
 - *curriculum pacing and appropriate use of instructional time*
 - *capacity to develop, access, and analyze student performance data to inform and modify instruction*
 - *alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources*
 - *staff effectiveness including , but not limited to, methods of instruction, experience, subject-matter knowledge and ability to support implementation of the selected intervention model.*

Moreno Valley Unified School District
ARRA School Improvement Grant

On March 13, 2010, March Mountain High School was identified by the State of California as a Tier II Persistently Lowest-Achieving School based low graduation rates over the past four years as indicated in the chart below. It was one of only five schools in the state receiving this designation due to its graduation rate.

March Mountain High School Graduation Rates

2005-2006	2006-2007	2007-2008	2008-2009
27.5%	18.9%	31.8%	25.5%

Schools identified as “low-achieving” were eligible for funding from a School Improvement Grant, due originally on June 1, 2010. March Mountain was identified as one of the lowest 5 percent of the state’s persistently lowest-achieving schools and therefore was eligible to select and implement one of the grant’s four choices of intervention models; Restart, Turnaround, Transformation and Closure model. Following this designation, an informational staff meeting was held and a six member Restructuring Team at the site was elected on April 9th, 2010, and all of the certificated and classified staff participated on sub committees to determine the most appropriate intervention model in which to apply for the grant. The five sub committees were named “Parent, Student and Community Accountability”, “Pathways”, “Curriculum”, “Technology”, and “Scheduling”. Union representatives and March Mountain’s EL Specialist also participated in the needs analysis and participated in various other committee meetings. The four choices of intervention models were reviewed by various stakeholder groups over a series of meetings as the committees met to review March Mountain High School’s low graduation rates to determine the needs of the school in order to raise the graduation rates for its students.

Moreno Valley Unified School District (MVUSD) assembled a needs assessment committee consisting of different departments and representatives from Riverside County Office of Education with the purpose of determining the needs of March

Mountain High School relative to the designation of persistently low-achieving school and the selection of an appropriate intervention model to address the situation. Input from a variety of stakeholder groups and both formal and informal survey methods were utilized in the needs analysis. The formal needs assessment instruments were the District Assistance Survey (DAS), the Academic Program Survey (High School Level), March Mountain's 2010 WASC Report and the 2010 WASC Parent Survey for Schoolwide Programs Needs Assessment. In addition to the three formal needs assessment instruments and WASC Visiting Committee Report, meetings were conducted on the following dates to review and provide input regarding the findings:

- April 9, 2010 Ballot for Selection of the Restructuring Committee
 - Consistent with MVEA bargaining contract.
- April 9, 2010 Meeting of Restructuring Committee, MVEA and CSEA Union Presidents, and Leadership Team
 - Information was given on the designation, NCES Four-Year Completer Rate, the four intervention models were discussed, as well as upcoming public hearings. Eight possible committees were discussed to study different elements with committee leaders chosen.
- April 12, 2010 March Mountain Faculty Meeting
 - Participants included 13 classified and certificated staff plus the Principal.
- April 13, 2010 Public Hearing: Persistently Low-Achieving School Designation
 - Participants included March Mountain High School parents, students and staff. This meeting was conducted during the regularly scheduled Board Meeting.
- April 15, 2010 Sub Committee "Student Social/Emotional Needs"
 - Participants included 7 certificated and classified staff and one community member (Deputy Valdivias, Riverside County Sherriff's Department).
- April 15, 2010 Sub Committee " Curriculum Committee"
 - Participants included 10 March Mountain certificated and classified staff.
- April 15, 2010 Sub Committee "Pathways"

Moreno Valley Unified School District
ARRA School Improvement Grant

- Participants included 8 certificated and classified staff from March Mountain.
- April 15, 2010 Second Public Hearing: Persistently Low-Achieving School Designation
 - Participants included 22 certificated and classified March Mountain Staff in addition to the Principal. Included in the 22 were also parents, students and other family members.
- April 15, 2010 Sub Committee "Technology and Computer-Based Curriculum"
 - Participants included 7 certificated and classified staff from March Mountain and the Director of Information Technology.
- April 16, 2010 Sub Committee "Parent, Student, Community Accountability and Engagement"
 - Participants included 7 certificated and classified March Mountain staff.
- April 19, 2010 Sub Committee "Parent, Student, Community Accountability and Engagement"
 - Participants at this meeting included the Chair of ACCESS to the Future (a 501c3)
 - Business and industry collaborative that supports Career Technical Education). In addition, 7 certificated and classified March Mountain staff was in attendance.

(Agendas and sign-in sheets are available for review after SIG Form 2 – Collaborative Signatures.)

The MVSUD Needs Assessment Committee met on April 23, 2010. Participants included the Director of Secondary Education, Director and Coordinator of Accountability and Assessment, Coordinator of Professional Development, Coordinator of Career Technical Education, Principal of March Mountain High School and the Riverside County Office of Education (RCOE) Director II of the District and School Success Center and the AVID Program Specialist.

Moreno Valley Unified School District
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The site Academic Program Survey (APS) for March Mountain was reviewed. The survey identified that standards-aligned core and intervention materials were being utilized. However, some intervention programs were not delivered to the students with program fidelity due to time constraints and some not available at all due to the school's schedule which only provided three, one hour periods a day. The survey also identified limited use of formative and summative assessments in the core areas as an area of weakness. Targeted professional development outside of curriculum training was also identified as an area of need. It was discussed that since March Mountain's designation was due to a low graduation rate, an area of need was more instructional minutes. The longer instructional day in the transformation model would allow interventions to be delivered with fidelity and would allow students the opportunity to take more classes, therefore, earning more credits. In addition, it was discussed that the longer, restructured day would allow for use of pacing guides school-wide. In addition, the development of both formative and summative assessments to provide the data would provide student performance data for analysis of student performance.

The District Assistance Survey (DAS) was then reviewed. Again, it was recognized that the District provided standards-aligned core and intervention instructional materials, but March Mountain was not able to utilize all of them or deliver with fidelity due to its shortened schedule. Challenges to provide new materials due to the state budget was discussed. Parent and community involvement are encouraged by the District, but it was noted that March Mountain has been challenged in that area, getting very little parent involvement, even with attempted outreach. The area of human resources was discussed. Since the staff at March Mountain has been very stable and there is little turnover, there has been no need for recruiting incentives. The DAS showed a minimal implementation of incentive pay due to contractual components with its union. The budget was also discussed as a reason for a lack of recruiting. In the DAS, the District's extensive use and availability of technology for data collection was noted, but the need for March Mountain full utilization of this capacity was noted.

March Mountain recently went through a full WASC visit. The Schoolwide Needs Assessment, Parent Survey, as well as the WASC team report, were reviewed. In reviewing Parent Survey it was clear that, although the school received a high percentage of approval in most areas, the areas of teacher to parent communication regarding expectations, homework and progress were identified by the parents surveyed as areas of weakness.

The Schoolwide Areas of Strength identified in the WASC visiting committee report were as follows:

- The dedicated, knowledgeable, compassionate, and qualified staff that works in collaboration.
- The regular and organized analysis of common assessments, especially in math and English for the improvement of student learning
- The differentiated instruction, flexible scheduling, and individualized pacing that work to enhance the students' opportunities to graduation
- The establishment and maintenance of a positive and accepting culture in a safe environment for staff and students

The Key Issues identified in the WASC visiting committee report were as follows:

- Development of a schoolwide program of benchmark assessments and the use of assessment data to monitor and adjust instruction and enhance student learning
- Continued efforts to identify strategies to improve and report student attendance.
- Assessment of staff development needs and evaluation of the staff development program
- Continued explorations of possibilities to fund the expansion of the elective program

Moreno Valley Unified School District
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In reviewing the WASC Visiting Committee Report and the parent survey, the needs assessment committee felt that the need for curriculum alignment and data assessment to guide instruction was clear. Parent communication regarding attendance and student achievement was clearly identified as an area of improvement. In addition, the need for a cohesive staff development plan was noted and the need for it to focus on the use of data to monitor student performance was noted.

The schoolwide areas of strength were also reviewed as the school culture and climate are very positive. Staff was identified as "dedicated, knowledgeable, compassionate, and qualified." Differentiated instruction was cited as a "strength" for the school. Although, the individualized pacing was also listed by the committee as a "strength", the needs assessment committee discussed that this led to a lack of accountability for the students and also led to a lack of curriculum alignment departmentally at the school. They determined that there was a need for a more structured curriculum delivery according to developed pacing guides with the use of benchmark assessments.

The input from the public hearings was reviewed, but specific input was minimal due to a low number of parent attendees. The four intervention models were presented at the hearings in addition to information about facts about possible implementation. Input from those present was solicited, but no specific items were highlighted. All parents and staff agreed with the school's intervention choice and stated that the Transformation Model was the most appropriate solution to the low graduation rate at March Mountain. The needs assessment committee felt that the recommendations from the staff and community committee minutes for community involvement, a revised schedule which included a longer day and computer-based learning, and curriculum with assessment alignment were valid and would assist in correcting the low graduation rate at March Mountain.

The following is the Needs Assessment Committee's Analysis of DAS, APS, WASC Report and Parent Survey Relative March Mountain's Current Practices and Potential for Improvement in Each of the Following Areas:

1. Findings on the use of state-adopted standards-aligned materials and interventions

Use of the state-adopted, standard-aligned materials and interventions is available and implemented although pacing is different than comprehensive high schools. Currently, the school cannot implement interventions with fidelity and have no strategic interventions available due to a shortened, three hour day.

2. Curriculum pacing and instructional time

In reviewing the reports and comparing the comprehensive high school programming to the instructional program at March Mountain, it was revealed that inadequate instructional time affected the teachers' ability to deliver the core content relative to student graduation. Therefore, increasing instructional time and restructuring the schedule while developing curriculum alignment that is conducive to formative and summative assessment is a strong need for March Mountain. In addition, the need for credit recovery for March Mountain's students is a clear need which can be addressed through increased instructional time as well as varied methods of curriculum delivery, such as computer-based instruction. In addition, academic rigor and opportunities for taking A-G requirements was identified as a school need.

3. Amount and types of staff professional development, collaboration, and instructional support

Resulting from DAS and APS survey results, it is essential that time for staff development, collaboration and instructional support be intentionally written into the restructuring plan. Currently, the schedule and instructional plan does not provide sufficient time for professional learning communities. Scheduling for both PLCs and a common prep for staff are identified as a need at March Mountain. In addition, staff development is necessary to assist staff in working as professional learning communities and in the areas of using data to inform and modify instruction. Staff development with an emphasis on instructional support for EL students was also identified as a staff development need.

4. Use of student data

Currently, student data is used minimally at March Mountain and is clearly an area of need. There are no common assessments in use at this time other than

the district benchmarks for ELA and Algebra I. In addition to these common assessments, performance data from the CST and CAHSEE are used for student placement. Time and staff development are necessary to align the curriculum and to develop both formative and summative assessments in order for the staff to be able to fully use appropriate data to inform and modify instruction to meet the needs of the students. In addition, a more structured schedule is necessary to allow teachers to follow appropriate pacing guides schoolwide.

5. Alignment of resources

Due to the state budget uncertainty, monies from Tier III were swept. The only categorical money available to March Mountain in the 09-10 school year was EIA money which funded 50% of an EL Specialist, Instructional Assistants and supplemental materials and supplies. Allocations for Cal-SAFE and CAHSEE interventions were provided from the General Fund. Staff development was provided as in-kind services from the District. The District has assured that these allocations will be sustained for the 2010-11 school year and has provided an additional allocation for Title II money for staff development.

6. Staff effectiveness

According to the State of California, March Mountain's API scores are consistent with the "Exemplary" status afforded to other continuation schools. March Mountain's commitment to student achievement is evidenced by the rising API scores despite the low graduation rate. There is a low transient rate for the staff at March Mountain. In addition, a six-year WASC accreditation term with a mid-term visit is anticipated. These are indicators of staff effectiveness given restrictions previously identified as a lack of resources, student data, collaboration and instructional support, curriculum pacing, scheduling and instructional time.

7. Student Support, Parent and Community Involvement

With the loss of two counselors, student support for success was identified as a school need. In addition, the existing schedule and course structure allows for no accountability for student accountability in course completion and attendance, clearly needs in order for student advancement and graduation. Assistance for

the large EL population was also identified as a need. Identified in both the WASC report and the Parent Survey are the need for improved parent communication and involvement of both the parents and the community in the school process and student achievement.

The following are the summaries of the assessments:

District Assistance Survey (DAS)

The following people assessed the most accurate implementation descriptor for the core indicators in the DAS: Coordinator of and staff from Professional Development; Principal, March Mountain High School; Coordinator, Accountability and Assessment; Director of Secondary Education; Coordinator, Career Technical Education and the Riverside County Office of Education (RCOE) Director II of the District and School Success Center and the RCOE AVID Program Specialist.

The results of the DAS are summarized below:

Of the nine core indicators under "Governance", 3 indicators were determined as the "Full" implementation status and 6 were considered "Partial (in progress)." The three indicators with "full" implementation status were A.3, A.5, and A.7. These three indicators reference the extent, in which the LEA supports educational reform based on research-based instructional program (A.3), developed an alignment with accountability requirements and input from stakeholders (A.5) and uses an effective two-way communication to all stakeholders about student achievement, academic expectations and accountability requirements (A.7). Of the 6 remaining core indicators, 4 were described as "Partial (in progress)" due to budgetary priorities, restrictions and "keeping the district fiscally solvent." Those 4 indicators were A.1, A.2, A.4, and A.6. Core indicator A.8 and A.9 were deemed "Partial (in progress)" due to either uniform levels of utilization (A.8) or uniformity of implementation of specific programs throughout the district (A.9) District personnel are held accountable for student achievement and meeting federal, state, and local accountability requirements. In addition, the district-adopted student data system is in place and fully functional at all school sites and fully funded by district leadership.

Moreno Valley Unified School District
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All of the five core indicators for "Alignment of Curriculum, Instruction and Assessment" were described as in "Partial (in progress)" of implementation. Indicators B.1 and B.2 were hindered for full implementation due to fiscal constraints. Standards-aligned instructional materials are adopted system-wide. In addition to fiscal constraints, monitoring the fidelity to the pacing guides is a challenge. (B.1) The current systematic textbook adoption process is in place and utilized district-wide. The adoption of math and ELA textbooks has been hindered by the transfer of categorical funds to help with the balancing of the district budget. (B.2) The balance of the three core indicators were assigned "Partial (in progress)" due to "uniform implementation of specific intervention programs" (B.3), district focus on the full implementation of the core and intervention instruction with fidelity (B.4) and the uniform implementation of regular collection and analysis of common formative and summative assessment.

C.1 and C. 3 of the core indicators for "Fiscal Operations" were described as "Partial (in progress)" due to challenges resulting from the state and district budget uncertainty. The district continues to be challenged in its ability to keep adequate reserves and ending balances. The LEA differentiates funding to sites based upon academic need and status in Program Improvement when possible. Indicator C.2 was deemed "Minimal" because the priorities of the LEA Plan are being challenged by the state's fiscal uncertainty relating to funding for ELD materials, K-2 intervention or ELA consumables or support for CAHSEE.

All of the core indicators for "Parent and Community Involvement" were described as "Partial (in progress)". The LEA has developed specific expectations concerning parent involvement but parent/family involvement at the secondary level (particularly alternative education) is a challenge. (D.1) The district expects that all school sites will commute effectively with parents however, the ability of individual sites to fully implement this expectation continues to be a focal point. (D.2) Participation of teachers, parents, and families in the development of the SPSA varies from site to site. Full implementation at all sites presents a challenge. (D.3) The district provides multiple opportunities for

parents/family members to access school programs and staff; however it is felt that individual school sites could better utilize those opportunities. (D4)

Of the total of 7 core indicators for "Human Resources", E.3 and E.6 were described as "Full" implementation. Principals are monitored through a district developed evaluation process which includes setting yearly goals, up-dating the progress of attaining those goals and being evaluated on specific criteria (E.3). The district continues to provide new teacher support through BTSA. Staff development continues to provide support in curriculum instructional delivery in both the core and intervention programs. Core indicators E.1, E.2, E.5 and E.7 were determined to be "Partial (in progress)". Placement of principals is based upon the specific needs of the school site relative to the abilities of the prospective principal. The district developed a specific program focus to offer support to underperforming school sites. (E.1) The monitoring of the effectiveness of site principals is a district level administrative responsibility. Individual mentoring is provided to new principals by district level administrators. Site principals support the effective and full implementation of district-adopted core and intervention programs; however the consistency of analyzing student data varies from site to site (E.2) The State's fiscal uncertainty has limited the ability of this LEA (and others throughout the state) to adjust salaries. Incentives to attract and retain teachers do not exist. (E.5) Teacher evaluations are based upon standards-based curriculum implementation and delivery. The alignment of instruction is based upon the district's assessment expectations. The practice District-wide has included only monitoring the administration of curriculum-based assessment and participation in staff development. (E.7)

Indicator E.4 was described as "Minimal" because the recruitment of highly-qualified teachers from high achieving schools based upon additional monetary incentives doesn't occur. Contractual mandates and constraints identify all teachers as being the same except for seniority. Budgetary constraints have severely limited the district's ability and need to recruit teachers.

"Data Systems and Monitoring" indicators revealed F.1, and F.3 as "Partial (in progress)" and F.2 as "Full" implementation. The district has adopted a data management system and teachers have been trained on its usage. The majority of sites require the data management analysis in the PLC process to drive instruction. Implementing uniform district-wide usage is a challenge. (F.1) Buy-in from the teachers' association would assist with collecting and assessing of credible student learning and achievement. (F.3) The district does, however, maintain student data, including assessment data, in accessible forms and provides support and training for its full usage by all school sites. (F.2)

Of the total of 8 indicators for "Professional Development", 7 were determined to be "Partial (in progress)". Indicator G.5 was determined to be "Full" in that teacher support is ongoing through the district Staff Development Center. Targeted support is focused on district-identified research-based instructional practices to improve student learning. "Partial (in progress)" descriptors reveal that implementation of continued staff development by district level administration is on-going although full implementation has not been complete. (G.1) The professional development plan, based on student needs is on-going and monitored by site administrators and staff to determine the impact of professional development on the classroom and student achievement. The state's fiscal uncertainty has reduced the amount of professional development opportunities. (G.2) Training of site administrators continues for ELA and math instructional materials even though the amount of time does not equate to the AB430 model requirement. State funding has limited the full implementation of AB430. (G.3) All teachers receive materials-based professional development in the SBE-new adoptions of instructional materials such as Algebra Readiness and Algebra Concepts. Newly hired teachers are assisted with the usage of previously adopted instructional materials. (G.4) Specific sites use the training on effectively analyzing data from common standards-based assessments to inform instructional decisions. Not all sites are involved at the same level of implementation although the district focus is to train all sites. (G.6) Schools are in various levels of implementing the PLC process during the site recognized restructuring time. The intent is to design a district wide schedule that will allow all sites

to meet in PLCs. (G.7) Reduction in funding resulting from the state's fiscal crisis have reduced the ability of the district to provide content experts and coaches. Coaching, however, in the areas of EA and math are available and provided by the Staff Development Center to all sites. (G.8)

Academic Program Survey (APS)-High School Level

The following people collaborated on the APS: Principal of March Mountain High School, the Director of Secondary Education, Department Chair of Mathematics, Mathematics Coordinator, Department Chair of English Language Arts, Coordinator of ELA, Reading Specialist and the site EL Specialist.

The results are summarized below:

Through the Academic Program Survey (APS), nine essential program components were reviewed. The first component, Instruction Program, consisted of five objectives. Of the objectives listed within this Instruction Program component, only one was substantially implemented, while the others were only partially or minimally implemented. The school/district provides the school with current district-adopted, standards-aligned English/Language Arts (ELA) textbooks and instructional materials, including ancillary materials for universal access. These materials are implemented daily as designed to support the needs of all students and differentiated instruction is utilized to meet the needs of all learners, including EL students and SWD's. However, this was assessed at only substantially as the program only provides services to EL students with a CELDT level of three or higher. In addition, although fully covered, some standards are not covered as in depth as others due to a shorter period of completion time. Since March Mountain High School only serves EL students with a CELDT level of 3 or higher, ELD curriculum is not utilized. The school/district provides the current SBE-adopted ELA intensive intervention programs and materials or the articulated high school version of those intervention program materials for appropriately identified intensive students. However, due to the continuation school schedule the intensive intervention program is not double blocked as recommended in the READ 180 program.

Adjustments are made to program delivery in order to cover material, but it is not delivered with program fidelity. Consistent with ELA, the school/district provides the current SBE-adopted, standards-based Algebra I textbooks and instructional materials, including ancillary materials for universal access. Materials are implemented daily as designed to support the instructional needs of all students, but as with ELA, the instructional time affects the ability to use the program with fidelity and the ancillary materials are not utilized. Algebra Readiness is not utilized at March Mountain High School as strategic support is not offered at the continuation school. Students in need of strategic support remain at their home schools.

"Instructional Time", the second essential program component, was then assessed. Although appropriate time is allocated and dedicated for the ELA and Mathematics core instructional programs, there is no strategic support available and limited instructional time affects the fidelity of the intensive interventions offered. As mentioned above, due to insufficient instructional time most ancillary materials are not utilized for Algebra 1 and only one hour is dedicated for READ 180. A separate period of CAHSEE preparation for both ELA and mathematics is offered. March Mountain does not provide ELD curriculum or extra instructional time for EL students. Due to being an alternative education program, students receive individual assistance from an instructional assistant when necessary. In addition, all March Mountain High School instructors are EL authorized.

The third essential program component refers to Lesson Pacing Guides which are provided and monitored by the District for the core courses ELA and Mathematics, as well as READ 180. However, pacing guides have been modified for the alternative settings due to instructional time available. The District is currently revising these pacing guides. There are no pacing guides and common assessments available or monitored for social studies and science. However, the provided scope and sequences are utilized. As stated above, support, such as strategic and intensive intervention sections, are not offered with curriculum fidelity at March Mountain High School and those

students needing that level of support remain at their home high schools in order to receive appropriate services.

School Administrator Instructional Leadership Training is the fourth essential program component. March Mountain High School's current administrator started serving as principal in August, 2009. Although the principal has a clear administrative credential, she has not completed the 40 hour administrator training and 40 hours of structured practicum in the current district-adopted ELA, intensive reading intervention program or mathematics program materials. This training was not available due to budget restraints during the 2009-2010 school year. The assistant principal at the site, however, completed the training in 2008. The District has sent teams to the Riverside County Office of Education for training Professional Learning Communities.

When assessing the fifth essential program component regarding professional development opportunities for credentialed teachers it was determined that all of March Mountain High School teachers are highly qualified per the requirements of the Elementary and Secondary Education Act. However, less than 50% of the staff teaching ELA and mathematics has completed both the 40 hours of training and the 80 hour practicum. Those that completed did so during training offered in 2005, 2007 and 2008.

Ongoing Instructional Assistance and Support is the sixth essential program component assessed. The District provides on-going instructional assistance through trained Professional Development Specialists in ELA, mathematics, English Language Development and special education. Services are provided individually, group trainings and through classroom assistance. An EL Specialist is on site 50% of the time to work with staff. Services are provided individually, in group trainings and through classroom assistance.

The District provides an easily accessible data management system (EADMS) as assessed in the seventh essential program component Student Achievement Monitoring System. Teachers and administrators have had instruction of and access to EADMS for

analysis of assessment results. Due to the different pacing of the continuation high school schedule, the assessments are given at times varying from the District calendar. There is an approved benchmark schedule for the school in ELA and mathematics, but there are no formative assessments given and inputted on a regular basis. The system is not fully utilized as it is not used for social studies or science. In addition, due to lack of meeting time, the available data is not fully utilized in identifying patterns of performance and modifying instruction.

Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal is the eighth essential program component. Consistent with what was previously stated in the assessment of the seventh essential component, a lack of common time available to staff in the 2009-2010 school year, monthly collaboration by grade level and program has occurred infrequently. A portion of the staff has been trained in collaborative meeting protocols.

The final and ninth essential program component, Fiscal Support was assessed. Due to budget cuts and changes in the Tier III funding, only EIA categorical funds were allocated to the school for the 2009-2010 school year. In addition, money was available for CAHSEE intervention. The District, working with the school, provides ongoing support, fiscal and in kind resources to support the school program with budgetary constraints and categorical and general funding are aligned to support EPC implementation.

Schoolwide Programs Needs Assessment: Parent Survey (WASC 2010)

Responses from the WASC parent survey were considered for the purpose of garnering opinions for the selection of the appropriate intervention model. The survey was entitled "Schoolwide Programs Needs Assessment: Parent Survey". The confidential survey consisted of 18 items in which parents were instructed to choose one descriptor from a total of 5 ranging from "Strongly Agree" to "Strongly Disagree". Subjects ranged from parent involvement in their student's learning, communication with their student's

instructors, communication with staff and overall parent expectation. A total of 18 parents participated in this survey.

The results are summarized below:

Of the 18 survey statements, only item number 5 garnered a 55% "Strongly Agree" response. Item number 5 stated: I remind my child of the importance of getting a good education. Item number 7 which stated, "Staff are friendly to parents when they call or visit the school" garnered the second highest "Strongly Agree" response at 44% of the respondents. 50% of the parent respondents indicated that they "Agreed" with items 1, 2, 11 & 12. Item number one stated, "My child's teachers have explained to me what my child is expected to learn in each subject and grade level." Item number two stated, "The content my child is expected to learn is too difficult." Item number 11 stated, "I am satisfied that my child is learning the kind of skills and knowledge needed to graduate from high school." Item number 12 actually garnered 55% of parent response to, "Parents and teachers get along well together in school". 55% of parents responded to two "Not Sure" items. Items 9 stated, "At this school, teachers communicate well with parents from different language groups." Item 10 was stated similarly to item 9, "At this school, teachers communicate well with parents from different ethnic or income groups." 44 % of parents said that they "disagreed" with Item 3 which stated, "Teachers don't give enough homework." The highest percentage of parents "strongly disagreeing" was 27% rating item 17 which stated, "The teachers in this school call me to let me know how my child is doing in school".

WASC Visiting Team Report, March, 2010, Summary of Findings

Schoolwide areas of strength:

- The dedicated, knowledgeable, compassionate, and qualified staff that works in collaboration.
- The regular and organized analysis of common assessments, especially in math and English for the improvement of student learning
- The differentiated instruction, flexible scheduling, and individualized pacing that work to enhance the students' opportunities to graduation

- The establishment and maintenance of a positive and accepting culture in a safe environment for staff and students

Key Issues:

- Development of a schoolwide program of benchmark assessments and the use of assessment data to monitor and adjust instruction and enhance student learning
- Continued efforts to identify strategies to improve and report student attendance.
- Assessment of staff development needs and evaluation of the staff development program
- Continued explorations of possibilities to fund the expansion of the elective program

ii. Selection of the Intervention Model

Prompt: Based on the findings of the needs analysis, the LEA must describe its rationale for selecting the intervention model for each school and how specific findings from the needs analysis led to the LEA's selection of the intervention model for each school. Include collaborative partners involved and their roles in the selection process.

After thoroughly reviewing the findings of the needs assessment which was based on the analysis of the DAS, APS, Schoolwide Programs Needs Assessment – Parent Survey, the 2010 WASC Visiting Committee Report, and input from various stakeholder groups, the needs assessment committee then evaluated and compared all four intervention models to determine the appropriate model to address the needs of the school in addressing its low graduation rate.

Prior to selection of the Transformation Model, the other three models were considered. Time constraints relative to noticing the principal and 50% of personnel within the required statute prohibited the selection of the Turnaround Model. In addition, the committee felt that the performance of the school on the API and the WASC accreditation was an indicator that the current staff was able to make the needed reform. In addition, the principal had just been hired in August, 2009, with the intent to improve rigor at the school. The Restart Model was also not an appropriate choice due to time constraints. There was little to no time to accomplish this model's "locally

determined rigorous review process” to select a charter management organization or an education management organization. Also, as stated above, the committee felt that the existing school could undertake the necessary reforms for student success. In addition, there would be no time to convert a school, close and reopen a school that would not affect student placement. The Restart and School Closure model had the most negative impact on students, their families and the larger community. The School Closure model was also not an appropriate choice because there are no other schools in the district in which students could enroll in alternate education programming.

The Transformation Model was selected as the most appropriate choice for increasing student graduation rates in which school improvement strategies could effectively be implemented. The Transformation Model was also selected in consideration of March Mountain’s API scores. March Mountain’s API scores were actually higher than some of the exemplary schools listed in the States’ Exemplary School list. Over a five year period, the API scores increased 85 points, 35 points more than the required 50 points utilized by the state to identify lowest achieving schools. The increase in the API scores was an indication of program effectiveness. The anticipated six-year WASC accreditation with a three year visit was considered further validation of staff effectiveness. March Mountain’s main issue was student graduation rate *as indicated in the above table*. The needs assessment committee, considering input from all stakeholders and the surveys and reports assessed, decided that the Transformation Model was the appropriate model of intervention for March Mountain High School to specifically increase the graduation rate.

This model offers comprehensive instructional reform strategies including the development and alignment of curriculum, development of benchmark tests, and pacing guides for all subject areas within departments. PLCs, time on flex days and common prep period will allow instructors to analyze student data to determine and prioritize areas of needs for individual students. Increased instructional time, ensuring vertical alignment of the curriculum with the use of summative and formative assessments, will provide increased opportunities for student achievement. It will also allow interventions

to be delivered with fidelity. In addition, the current program does not provide a mechanism by which students can recover credits. The increased instructional time and computer-based instruction will allow students to recover credits at an accelerated rate. Although the graduation rate for March Mountain High School is low, the school is making progress toward AYP goals. The current principal was hired to restructure reform and focus the program on academic rigor and specifically to increase graduation rates. Because of this focus, the current principal did not need to be replaced as part of the Transformation Model descriptor.

iii. Demonstration of capacity to implement selected intervention model

Prompt: The LEA must demonstrate that it has the capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II schools identified in the LEA's application in order to implement, fully and effectively, all required activities of the school intervention model(s) it has selected.

a. Developing and increasing teacher and school leader (and other staff) effectiveness.

1. Replace the principal who led the school prior to commencement of the transformation model:

- Based on conference call information with the CDE dated March 4, 2010, it was determined that the current principal need not be replaced. This determination was based upon the following criteria:
 - Current principal was hired for the 2009-2010 school to replace the former principal who retired. The current principal was hired with the intent that appropriate student placement into March Mountain and increasing graduation rates would be two imperative goals.
 - New principal was hired to restructure reform and focus the program on academic rigor and specifically to increase graduation rates.

2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:

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(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessment of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.

(B) Are designed and developed with teacher and principal involvement

- Bargaining will begin to develop of an equitable evaluation system for teachers and the principal that uses rigor, and transparency taking into account data on student growth as a significant factor. Multiple measures reflective of student achievement and increased high school graduation rates will be developed with teacher and principal input. The equitable evaluation system for teachers and the principal will be completed during the 10-11 school year for implementation during the 11-12 school year.

3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

- Bargaining will also begin to develop a method to identify and reward school leaders, teachers, and other staff who, in the implementation of this model have increased student achievement and high school graduation rates. Conversely, a method will be developed by which school leaders, teachers and other staff, who after appropriate remediation and opportunities to improve professional practice, can be removed or transferred. The bargaining unit and others will also have to define "incentives" and the circumstances under which school leaders, teachers and other staff qualify for and receive those awards and incentives. The methods to identify and reward school leaders, teachers and other staff will be completed during the 10-11 school year for

implementation during the 11-12 school year. In addition, the definition of incentives and the circumstances by which they are awarded will be completed in the 10-11 school year for implementation during the 11-12 school year.

4. Provide instructional staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, coaching, instruction that reflects a deeper understanding of the community served by the school, differentiated instruction, and teacher collaboration) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

- Based on the needs assessment and components of the Transformation Model, professional development will be provided in the following:
 1. Use of formative and summative assessments
 2. Continued Professional Learning Communities (PLC) training
 3. Computer Based Instruction (CBI)
 4. Advisory Strategies
 5. EL Training, including (Sheltered Instruction Observation Protocol) SIOP
 6. Technology, Computer-based Instruction
 7. Cultural awareness

5. Implement such strategies as financial incentives, increase opportunities for promotion and career growth, and more flexible work conditions are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

- As a strategy designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in The Transformation Model, a more flexible work schedule will be provided. Instructors will be able to request flexibility in use of their prep period for approved activities such as professional development, curriculum development and community outreach.

b. Comprehensive Instructional Reform Strategies

Required activities:

Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards, including English-language arts and mathematics core and intensive intervention programs.

1. Promote the continuous use of student data (such as formative, interim and summative assessments) to form and differentiate instruction to order to meet academic needs of individual students.
 - Alignment of curriculum and curriculum development within departments, development of benchmark tests, common syllabi and pacing guides for all subject areas, department staff will work with RCOE on this over the summer.
 - RCOE will continue to work with the PLC's throughout the three years
 - PLC's, time on flex days and common preps, training
 - Use of data from computer-based instruction program

Permissible activities:

1. Conducting periodic reviews to ensure that curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified is deemed ineffective

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- It is the intent of the collaboration with RCOE that they will conduct outside assessment of the program's effectiveness
2. Implementing a schoolwide "response to intervention" (RTI) model
 3. Providing additional supports and professional development to support students with disabilities and English learner students acquire the English proficiency (language) skills necessary to master academic content within a certain time period
 - SIOP (Sheltered Instruction Observation Protocol) training will commence during the 2010-11 school year with implementation in the 2011-12 school year to better serve the needs of the school's English learner students
 4. Using and integrating technology-based supports and interventions as part of the instructional program
 - Computer-based instruction will be incorporated into the school instructional program
 5. In secondary schools:
 - I. Increasing rigor by offering opportunities for students to enroll in advanced coursework, such as advanced placement
 - Provide opportunity for students to take advanced courses (plan 2010-2011), in addition to working with comprehensive sites to make advanced courses available to students that qualify
 - Develop biology course and identify lab equipment needed for 2011-2012 school year
 - Use of computer curriculum to provide student opportunities for elective and advanced coursework, possible language courses
 - II. Improving student transition from middle to high school (comprehensive HS)
 - III. Increase graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments and acceleration of basic reading and mathematics skills

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- Students will have the opportunity to accelerate their credit recovery by working at their own pace on the computer-based instruction component. This will be available to them at home through internet access and additional time after or before school.
- Computer-based Instruction Program (2 FTE's)
 - Separate school within a school, self-contained classes, two- three hour sessions each
 - Computer based curriculum aligned with state and District standards
 - Large, lab-like settings, teachers and assistants in one area
 - Students work individually on computer curriculum at own pace
 - Small group instruction
 - Curriculum available on internet for acceleration at home
- Regular extended day schedule with use of standards-based, computerized curriculum with internet access (2 FTE's)
 - Align computer curriculum to District pacing guides
 - Students would be enrolled in classes on the computer in areas needed for credit make-up and additional classes, one period a day, available after school on some days
 - Students can access curriculum at home, but tests are taken at school
 - Open labs before school or after school based on staff availability and student demand
 -

IV. Establishing early-warning systems to identify students who may be at risk for failing to achieve to high standards or graduates (comprehensive HS)

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- Every six weeks will be a grading period. This provides accountability to the program in that students' progress will be tracked each six weeks. The last two six weeks periods will allow for restarts and interventions if necessary, depending on the needs of the students after review during the fourth six week term. Students will be tracked each six week period as an early warning system to identify those who may be at risk for failing to achieve high standards or graduation.
- Assessment of incoming students during the summer orientation and winter orientation (extra time paid by grant)
- Student "portfolios" to track graduation progression for advisory

C. Increasing learning time and creating community-oriented schools

Required Activities

1. Establish schedules and strategies that provide increased learning time

Restructuring Schedule – Monday, Tuesday, Wednesday, Friday	
Period 1a	8:00-8:55
Period 2	9:00-9:55
Period 3	10:00-10:55
Lunch	11:00-11:45
Period 4	11:50-12:45
Period 5	12:50-1:45
Period 1b	1:50-2:10
Conference/Prep	2:10-3:05
Flex Day - Thursday	
Period 1	8:00-8:35
Period 2	8:40-9:15
Period 3	9:20-9:55
Period 4	10:00-10:35
Advisory	10:40-11:00
Lunch	11:05-11:45
Period 5	11:50-12:25
Staff Development	12:30-2:00
Conference/Prep	2:05-3:05

Increased Instructional Time Schedule Detail:

- Staff will be able to request flexibility in use of their prep period for approved activities such as professional development, curriculum development and community outreach.
- Due to an increase of the number of students staying for lunch, 5 minutes was added to the lunchtime on the regular schedule days (Mon-Weds, Friday)
- Students will meet with a teacher during advisory period once a week for 20 minutes.
- Students will return to period 1 after period 5. If student was on time to period 1, student can leave after check in. Students late for first period will have to work on the assignments they missed due to their tardiness during 1st period. Students will see the same teacher as they arrive to school and when they leave.
- Student advisory time once a week.

2. Provide ongoing mechanisms for family and community engagement

- Partnering with parents and parent organizations, faith and community-based organization, health clinics, and other state or local agencies and others to create safe school environments that meet students' social, emotional and health needs.
- Development of parent, community and business partnerships, including mentor and intern program with community organizations and business.
- Hold community resource fairs at school, newsletter.
- Parent education classes: graduation requirements, financial aid, possible Rosetta Stone in labs.
- Regular school tours scheduled.
- Required parent conferences with counselor or administrator for students not progressing.
- Revised orientation process, including student assessment in core areas.

Permissible Activities

1. Extending or restructuring the school day to add time for such strategies as advisory periods that build relationships between students, faculty and other school staff
 - *See Schedule detail above*
2. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavior supports or taking steps to eliminate bullying and student harassment
 - Part-time community liaison to work with families regarding attendance, behavior, conference scheduling, etc.
 - Advisory period added to schedule for student support
 - Return to first period at the end of day for student accountability and to promote student and staff connections, reduce tardies.

D. Providing operational flexibility and sustained support

Required activities:

1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates
 - The District and bargaining units have approved a revised instructional schedule with extra periods outside the bargaining agreement
 - The District has approved flexible use of teacher prep time as an incentive and to promote individualized staff development
 - The District has approved a single session instead of a double session for March Mountain High School

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2. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or designated external lead partner organization
 - RCOE as an external partner organization for leadership, training and evaluation
 - Allowance for an elective for “life management” to target those students in need of extra assistance. District support will be provided through the division of Child Welfare and attendance
 - Possible development of counseling through an MFT eligible for Medi-Cal reimbursement. LEA support will be provided through the division of Child Welfare and attendance
 - Training provided by District staff development division and on-going support from professional development specialists
 - Increased attempts to get information submitted for Title I eligibility to increase funding levels for the school
 - Technology support from District’s Information Systems division

Permissible activities:

1. Allowing the school to run under a new governance arrangement, such as a Turnaround division within the LEA
2. Implementing a per-pupil school-based budget formula that is weighted based on student needs

Conclusion:

All required components of the Transformation Model are addressed in the plan presented. Due to the fact that March Mountain’s graduation rate resulted in the designation as a persistently low achieving school, credit recovery was a focus for the

staff and the stakeholders in conjunction with adding rigor to the program. In researching credit recovery options, it was determined that computer-based instruction was the correct choice to assist the students at March Mountain. In a review of online learning research, the US Department of Education found that, "on average, students in online learning conditions performed better than those receiving face-to-face instruction (*Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*, US Department of Education, page ix)." The restructuring team felt that the addition of computer-based instruction with teacher support in two models will assist in meeting the differing needs of March Mountain students.

Results from the needs assessment confirmed that March Mountain's schedule needed to have more opportunities for the students to participate in intervention programs and to have the time provided for program fidelity. The proposed longer day, changing from three hours of instruction a day to five hours, will allow for the intervention programs and will provide more credit recovery options for the students. The staff will also begin training in SLOP to further improve instruction for the school's EL population.

In *The Work of Restructuring Schools*, Darling-Hammond observed that the schools that initiated school improvement efforts by reviewing teaching and learning and practice effectiveness showed academic results more quickly than those who did not (1995). Embedded in March Mountain's new schedule will be common prep periods of the staff and meeting time for professional learning committees which will allow for data driven decision making and collaboration. In addition, Riverside County Office of Education will be providing support and training to the teams for optimal transition into the process. The alignment of curriculum with the development of both formative and summative assessments will further lead to rigor and increased student learning.

The restructuring team recognized the need for more student and staff connections and this was identified in the needs analysis. The proposed schedule allows for advisory time in which students will meet with the same teacher once a week all year in order to

complete portfolio activities and to make a strong connection with an adult on campus. In addition, students will start and end their day with the same teacher as an extension of first period to allow for accountability for attendance and tardies as well as a connection as they enter and leave school for the day. The LEA and the bargaining unit also have realized the students' need for support. Both entities support researching a pilot program in which a licensed MFT will work with students and families in need of counseling. This would be funded by Medi-Cal funding. While the feasibility of this being investigated, an elective called "Life Management" will be offered at the site with students being recommended to the class. The credentialed teacher for the class is also an MFT and will work through the course curriculum to teach the students life strategies. This will be supported through the LEA through Child Welfare and Attendance and will be an important part of student support as the school transforms into one of high expectations for student achievement.

iv. Recruitment, Screening, and Selection of External Providers

Prompt: *If the LEA intends to use external entities (including EMOs and CMOs) to provide technical assistance in selecting, developing, and implementing one of the four intervention models it must describe its process of ensuring their quality. Describe the process that will be undertaken to recruit, screen, and select external providers including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement. Indicate whether the external provider has previously provided support to the LEA and or school or whether this is a new external provider to the LEA. Applicants planning to continue with the same external provider should include evidence of the provider's effectiveness to date.*

RCOE's Education Services Division (ES) has worked successfully with Serrano Elementary School, Mountain View Middle School, Moreno Valley High School and Badger Springs Middle School in the District. It has been selected as the external provider for March Mountain HS due to its extensive experience, qualifications, and

record of effectiveness in improving districts and school. This section shall document those qualities. The District and School Success Center (DSSC) and Regional School Improvement Unit (RSIU) units of ES will be involved in this work. A description of the work and impact of each unit follows. This is followed by a description of how ES was identified as the technical assistance provider for RCOE Community School's SIG plan. Since ES will continue to be the external provider, this section will provide evidence of the provider's effectiveness to date.

School Improvement Record of Effectiveness

RCOE's District and School Success Center (DSSC) unit has successfully impacted schools and districts such that the achievement gap has diminished and achievement has improved among high needs students. DSSC has accomplished efficient delivery of services by providing a consistent, research-based message to all clients about what works in schools. Because of the integrity and success of DSSC's work throughout the county, districts are confident that this office will provide high-quality service designed to help them accomplish their student achievement goals.

DSSC is innovative in assisting districts and schools in improving the use of data. DSSC personnel have done the following: 1) coached and consulted with district and site leadership around data-based decision-making; 2) focused district work on their own schools' data through the implementation of PLCs; 3) supported technology use to capture and store student data; 4) assisted in the analysis of student data by item, by standard, by subject/grade level, by class, by teacher, by school, by district, and by student subgroups; 5) built the internal capacity of districts to see the big picture of all student needs and prioritize areas of need; 6) trained all teachers in the use of the SMART Plan; and led the way in incorporating data analysis into state and federal sanction programs.

DSSC has assisted in closing the achievement gap for students with disabilities and Limited English Proficient students, through: 1) working with district and site leadership to place an emphasis on these subgroups of students; 2) analyzing disaggregated data,

related to the needs of these students; 3) setting school-wide instructional targets based on information from data; 4) establishing and training team leaders in the effective use of data; 5) restructuring the master schedule to better meet the needs of students; and 6) restructuring professional development time so that teacher collaboration time is built into the school day.

DSSC Effectiveness

DSSC model was implemented in its current form in 2004, although the development and operation of many of the early features of this model were implemented earlier (1999). For the last six years, the full DSSC model has assisted Riverside County schools and districts in improving student achievement by emphasizing the use of data to provide targeted professional development, such as instructional coaching, and to guide classroom instruction. Several studies have been conducted that show the impact of effective implementation of the DSSC model on increasing overall student achievement and achievement for high need students (defined in section 111(b)(3)(C)(xiii) of the Elementary and Secondary Education Act).

Two studies conducted over the last six years demonstrating substantial evidence of the success of the consulting model are described. They provide evidence that the DSSC model will have a statistically significant, substantial, and important effect on improving student achievement and decreasing achievement gaps. The first study examined differences in changes in achievement before and after implementing the full consulting model, over two years, and compared a group using the model with a matched comparison group not using the model. The second study compared student achievement in districts identified as Program Improvement, Year 3 (PI3) that contracted with DSSC and Regional School Improvement Unit (RSIU) to implement Corrective Action in the form of a District Assistance and Intervention Team (DAIT) and PI3 districts that were either not required to implement Corrective Action or chose a different DAIT provider.

The first examination of the DSSC model was a two year, retrospective, matched-comparison study, using data from 2004 and 2005. This study compared students' achievement at RCOE schools that used the DSSC model (treatment group) and schools that did not (comparison group); (Wells & Sousa, 2006), Students in schools using the DSSC model demonstrated greater student growth on end-of-year state tests relative to students in similar, non-consulting model schools overall and when disaggregated by subgroups. This *quasi-experimental study* provides evidence that implementation of the DSSC model is related to significant increases in achievement in ELA and math for students in general, as well as for high need students. Most notably, the study showed that students in ethnic minority groups (e.g., Hispanic, and African American), students with disabilities, socioeconomically disadvantaged students, and English learners in the treatment (i.e., DSSC model) schools had higher performance levels than those in the control (non- DSSC) schools.

To examine the impact of the DSSC model on low performing districts, a comparison was made between districts that were identified as Program Improvement, Year 3 (PI3) that contracted with RCOE to implement Corrective Action in the form of a District Assistance and Intervention Team (DAIT) and PI3 districts that were either not required to implement Corrective Action or chose a different DAIT provider. There was a 9.7 point increase from 2006 to 2009 (5.5 for 2008 to 2009) in ELA proficiency for all students in the treatment group and an 8.3 point increases for students not served, a difference of 1.4; this difference between treatment and control groups was larger for high need students. Percent point increases were similar for Math proficiency; there was a 12.1 percent point increase from 2006 to 2009 in MATH proficiency for all students in the treatment group and an 8.0 point increases for students not served, a difference of 4.1.

DSSC and RCOE Special Education

DSSC was instrumental in assisting the Special Education unit within RCOE in becoming one of the highest achieving county office Special Education units in the state. For ELA and math, RCOE Special Education students achieve at 85 and 89

percent proficiency respectively according to CDE records. The RCOE Special Education unit went on to create a curriculum, *Steps to Success* that is being adopted by several states and districts across the nation to better serve their population of severely handicapped students.

District PI and DAIT Evidence of Impact

ES, especially DSSC and RSIU has worked with PI districts since the first cohort of PI districts were identified in the fall of 2004. Over the last six years, ES provided services to 14 PI Year 1 districts in revising their LEA Plans and served as a technical assistance provider for nearly all of them. One of these districts is one of the very few districts to have exited PI, Lake Elsinore USD. ES also served as the District Assistance and Intervention Team (DAIT) provider for five PI Year 3 districts in intensive or moderate status of Corrective Action, and provided technical assistance to 12 PI Year 3 districts in light status. Three Riverside County districts, Coachella Valley and Palm Springs Unified School Districts (CVUSD, PSUSD) and Perris Elementary School District (PESD), were among 44 districts assigned intensive or moderate assistance or DAIT Teams in March, 2008. All three districts showed gains compared to their peers according to the State Board of Education Ranking of Cohort 1 Intensive and Moderate Technical Assistance districts in the fall of 2009. In this ranking, all three districts placed in the top third of the 44 districts. From the 2008 to the 2009 rankings CVUSD moved from position 37 to position 14. PESD moved from position 27 to 4. PSUSD moved from position 10 to position 9. PSUSD was the third highest ranked unified school district of the group.

RSIU Services and Impact

RSIU and DSSC recently developed a successful model of standards-based planning, data teams, and differentiated instruction focused for struggling learners with an emphasis on ELs. RSIU also provide services for English Language Development (ELD). In 2008-09, RSIU and DSSC focused on a systems approach used in Jurupa USD with four sites. It contributed to three sites making AYP and the fourth site making a 57 point growth in API. One site, a year four PI school exited PI in 2009. This model

is being expanded to serve seven districts this year. RSIU also provided intensive customized English Learner Professional Development (ELPD) during the 08-09 school year at Banning Unified School District (BUSD). The training helped BUSD meet Title III accountability requirements. BUSD rated seventh out of all 96 cohort 1 Corrective Action Districts (Intensive, moderate and light) with an increase of 9.1 percent proficient points in ELA for ELs. It also gained 10.1 points in math to rate seventh of 96 districts. BUSD made safe harbor for ELs in both math and ELA in 09. PESD also gained 9.1 percent proficient points in ELA for ELs in 2009 to rate eighth of 96 districts. CVUSD gained 8 points in math for ELs in 2009 to place eleventh of 96 districts. The Title III Year 4 Region 10 coordinator, based in RSIU helped eight cohort 1 and 2 Title III Year 4 districts to achieve Annual Measurable Achievement Objectives 1 and 2. Six of these eight districts made AMAO 3 in math in 2009. Three of eight made AMAO 3 in ELA. Three districts, BUSD, PESD and Ontario Montclair School District exited Title III accountability in 2009. RSIU consists of a director with expertise in district and school PI and DAIT, two administrators and three coordinators all with expertise and experience in providing differentiated instruction for EL and assistance in English Language Development.

v. Align other resources with the interventions

Prompt: The LEA must identify all federal, state, or private resources that are currently available to the school(s) that will be used to support implementation of the selected intervention model(s), including other district resources and services provided by the district and/or collaborative partners. The LEA must describe the LEA's process for ensuring that these resources will be coordinated with SIG funding to ensure maximum effectiveness in the use of all resources.

In restructuring March Mountain for student success, a longer instructional day for students was identified as a necessary component. The longer day means that the school will no longer be having double sessions, serving less students. The District will

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be using general fund monies to support the school with the current budget and staffing, with the lower ADA due to the single session schedule.

Due the continuing state budget crisis, there are not many resources available with which to align with the interventions. The school's EIA funding allocation (\$53,000 for the 2010-11 school year) will be utilized to support English Learners at the school site. The SIOP training for teachers in the plan will supplement the supports already in place.

Although funding for the Cal-SAFE program is Tier III and can be swept with current legislation, the District's priority to support this program is evident in its choice to fund this program for \$173,000. This funding aligns with the plan submitted in that the Cal-SAFE program contributes to the graduation rate of parenting minors. In addition, a three year grant from the Wellness Foundation for \$50,000 a year was awarded in the 2009-10 school year to supplement the Cal-SAFE program at March Mountain. This will continue to assist pregnant or parenting students with graduation.

To assist with implementation of the plan proposed in this grant, the District has allocated \$20,000 from Title II for Professional Development at March Mountain High School.

March Mountain does not qualify to Title I due to the number of free and reduced lunch students. However, it is felt that the students and families do not fill out the forms because they are hesitant to do so and may need assistance and it is believed that the school would qualify for Title I funding if the forms were submitted. Families at March Mountain will receive assistance with the form during the orientation program during the summer in an attempt to serve its students and families and to possibly secure the funding for the students.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (not applicable)

vii. Modify LEA Practices or Policies

Prompt: Depending on the intervention model selected, the LEA may need to revise some of its current policies and practices to enable its schools to implement the interventions fully and effectively. If the LEA anticipates the need to modify any of its current practices or policies in order to fully implement the selected intervention model, it must identify and describe which policies and practices need to be revised, the process for revision, and a description of the proposed revision, including timelines .

There are three practices and/or policies that the District must modify for grant implementation. The first practice and/or policy that must be modified is the entrance and exit criteria of eligible March Mountain students. Toward this regard, the District formed an Alternative Education Committee (AEC) to determine student enrollment criteria for March Mountain High School. Currently there are no entrance or exit criteria for student enrollment. This lack of practice and/or policy has resulted in inappropriate placement of students who had no chance at adequate credit recovery toward graduation. The process of the developing the new procedure would include determining entrance and exit criteria relative to the identification of appropriate students for March Mountain specific to successful graduation. The steps in the process are:

1. convene the AEC and analyze the effects of not having formalized entrance and exit criteria upon student achievement toward graduation.
2. develop the entrance and exit criteria.
3. disseminate the criteria for stakeholder input.
4. revise, if needed based upon stakeholder input.
5. disseminate revised document to stakeholder group for finalization.
6. prepare for board and others approval when required.
7. train appropriate staff.
8. implement finalized and approved entrance and exit criteria.
9. review operation and functionality of the new procedure/policy.
10. modify new procedure/policy as required

The second procedure/policy that requires modification is the collaboration with the collective bargaining unit in the development of an equitable evaluation system for teachers and the principal that uses rigor and transparency taking into account data on student growth as a significant factor. Multiple measures reflective of student achievement and increased high school graduation rates will be developed with teacher and principal input in identifying and rewarding instructional and support staff who have been directly responsible for increased student achievement and increasing graduation rates. Currently, there is no language in the collective bargaining agreement that correlates teacher and principal performance, evaluation and student achievement. Along with this, a method to identify and reward school leaders, teachers, and other staff have increased student achievement and high school graduations rates will also have to be developed. In addition, a method by which school leaders, teachers and other staff, who after appropriate remediation and opportunities to improve professional practice can be removed or transferred. The Moreno Valley Educator's Association has agreed to bargain this item.

The process involving the three-parts of this procedure/policy modification is as follows:

1. Convene MVEA representatives with district administration
2. Develop agenda and schedule meetings to garner input from site staff
3. Initiate the adopted interest-based bargaining system
4. MVEA and School Board Ratification
5. Conduct training
6. Implement

The third procedure/policy that would have to be modified is changing the school site budget allocation from \$100.00 per student to \$ 120.00 per student. Currently March Mountain is funded at the middle school rate of \$100.00 per student. Comprehensive high schools are funded at the slightly higher rate of \$120.00 per student. The projected number of ADA generating students for the 10-11 school year is 682. The difference in calculation of this number of students at the middle school rate versus the

comprehensive high school rate equals a net gain of \$13,640. ($\$100 \times 682 = \$68,200$ minus $\$120 \times 682 = \$81,840 = \$13,640$.) While the net gain in itself does not represent a lot of funding, this amount contributes to the program sustainability.

The process to modify the current procedure/policy are as follows:

1. Determine appropriate stakeholder group to review and analyze merits of the proposal.
2. Convene appropriate stakeholder group with agenda and develop timeline to determine viability and implementation
3. Board approval
4. conduct training
5. implement

viii. Sustain the reforms after the funding period ends.

Prompt: SIG funding provided through this application must be expended by September 30, 2012, unless the LEA intends to implement a waiver to extend the funding through September 30, 2013. Each LEA must state whether it intends to implement a waiver to extend the funding period and identify all the resources that will be used to sustain the selected intervention after the SIG funding period expires for each participating school.

March Mountain intends to implement a waiver to extend the funding through September 30, 2013. Economic projections are showing the beginning of a recovery in the 2012-2013 school year with continued recovery into the 2013-2014. Based on this projection, it is expected that general funds will be available to sustain the Transformation Model at March Mountain. In addition, the following resources will be utilized to sustain the model (*note: projected gains in ADA are based upon students staying at March Mountain that would have been previously at-risk for dropping out prior to the transformation.*):

1. Increased ADA generated by the full day computer-based instruction

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2. Increased ADA generated from the change from middle school to high school funding.
3. Increased funding by extensive outreach to obtain applications from high school students who qualify for free and reduced lunch in order to gain eligibility for Title I funding. This would be used to sustain the computer-based curriculum.
4. Increased ADA generated from extension of the current three hour day to a five hour day which will allow partial absences.
5. Increased ADA generated from the Liaison will offset the cost of that position.
6. Increased ADA will offset the cost of the 4 FTEs currently written into the grant.

ix. Annual goals for Student Achievement

Prompt: The LEA must establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that it will use to monitor the performance of each participating Tier I and Tier II school that receives SIG funds and the LEA commits to serve. To this end, the LEA must provide specific annual student achievement goals for each Tier I and Tier II school that it commits to serve.

As a continuation high school, March Mountain is responsible for Adequate Yearly Progress, Academic Performance Index and Alternative Schools Accountability Model targets. March Mountain has chosen to put a focus on improving API growth, graduation rate, participation rates and increasing the amount of students that score proficient on the CST's in English-Language Arts and Mathematics.

The API growth goals for March Mountain High School will be to meet established State growth targets.

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March Mountain API Growth				
2004-05	2005-06	2006-07	2007-08	2008-09
456	425	573	479	541

March Mountain API Growth Goals Target Estimates (Actual targets will be based on Base API scores)			
2009-10	2010-11	2011-2012	2012-2013
554	566	578	589

Graduation rate is the indicator that caused March Mountain to be identified as a persistently low-achieving school and improving that metric should and must, therefore be a major goal. Although the CDE NCES graduation rate for 2009-10 has not been formally released, it is estimated that the rate for March Mountain will be similar to the 2007-08 rate-31.8%. The ASAM graduation rate for our 2008-09 long-term attendees was 25.5%, and without any interventions, it is believed that there will be little improvement for the 2009-20 school year. March Mountain will make it a target to increase the graduation rate by 76% over the next three years and move from 34% to a 60% graduation rate.

March Mountain Graduation Rate Goals			
2009-2010	2010-2011	2011-12	2012-2013
34% (est)	42%%	51%	60%

CAHSEE and STAR participation rate goals for March Mountain High School in English-Language Arts and in Mathematics will be 95% for each year.

The number of students who score proficient on the STAR CSTs in English-Language Arts and mathematics will increase by 10% each year.

x. Serving Tier III Schools if applicable (not applicable)

xi. Consultation with relevant stakeholders

Prompt: The LEA must consult with relevant stakeholders such as students, parents, educators, and the community regarding the LEA's application and solicit their input for the development and implementation of school improvement models in participating Tier I and Tier II schools. The LEA must describe the specific activities the LEA has undertaken to ensure that it consulted with parents and fulfilled this requirement.

Consultation with relevant stakeholders occurred over a period of time beginning with April 9, 2010 and ending on May 21, 2010 in both formal and informal venues. (An extensive summary of meeting participants may be reviewed under section "i".) At least two public meetings were conducted to provide input on March Mountain" Persistently Low-Achieving School designation to determine the needs of the school and to gather input on the intervention models. A total of 24 meetings were held in which a diverse stakeholder group was in attendance. In addition, the board of trustees voted for the submission of the grant during its regularly scheduled meeting on May 25, 2010.

The diverse stakeholder group consisted of students, parents, family members, March Mountain certificated and classified staff and Principal, RCOE CTE/ROP, RCOE consultants, district personnel at the coordinator, director and assistant superintendent levels, MVEA union representatives, CTA representative, Board of Trustees and business and industry partners. The business and industry partners represented the Moreno Valley Chamber of Commerce, A member of the Optimists, State Farm Insurance, a chiropractor and Rotarian, Visterra Credit Union, Schools First Credit Union and the Chair of a 501C3 collaborative, ACCESS to the Future.

The 24 meetings are characterized as the following:

8 Sub Committee Meetings

4 Restructuring Committee Meetings

2 RCOE Informational and Training Meetings

- 2 MVEA Meetings
 - 3 Faculty Meetings
 - 2 Public Hearings
 - 1 ELAC Meeting
 - 1 Needs Assessment Review Meeting
 - 1 Ballot for Selection of the Restructuring Committee
-

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Specific recommendations from stakeholder meetings that were used in developing the Transformation Model are as follows:

- develop entrance and exit criteria for student eligibility for enrollment
- increase learning time from three to five periods a day
- schedule a flex day for career exploration and guest speakers for example.
- explore an Adult Ed concurrent enrollment pathway
- expand technology to include on-line and computer based courses
- collaborate on instruction with formation of PLCs
- use pacing guides
- create time for common assessments
- increase rigor to level of CST and/or final assessments
- develop and implement proactive attendance monitoring
- identify methods to more effectively involve parents and community in the learning process
- explore a year round computer-based learning and a summer academy
- evaluate student data to drive instruction and student achievement
- align curriculum with both formative and summative assessments

Specific recommendations from stakeholder meetings that were **not** used in the development of the Transformation Model are as follows:

- **Adult Ed Concurrent Enrollment Pathway**

Even though this recommendation was not specifically part of the restructuring grant this plan was considered as relevant and viable to improving student graduation rates. The reason that this recommendation was not included in the grant was because Adult Education was in jeopardy of being eliminated from the district at the time of this writing due to the state budget crises. The idea for students to utilize the resources from both campuses (Adult Ed and March Mountain are on the same site) would maximize student opportunities for credit completion. Students would be able to enroll in evening classes while maintaining their regular day classes at March Mountain. Students would still be required to earn 225 credits, pass the CAHSEE and adhere to March Mountain standards. This recommendation could easily be revisited and implemented if Adult Education continues to operate.

- **Marriage, Family and Therapist Position**

The reason that this recommendation was not included in the grant was because the LEA and the bargaining unit need to work on credentialing issues for the position. The LEA and the bargaining unit realize the students' need for support and both entities support researching a pilot program in which a licensed MFT will work with students and families in need of counseling. This would be funded by Medi-Cal funding. While the feasibility of this being investigated, an elective called "Life Management" will be offered at the site with students being recommended to the class. The credentialed teacher for the class is also an MFT and will work through the course curriculum to teach the students life strategies. This will be supported through the LEA through Child Welfare and Attendance and will be an important part of student support as the school transforms into one of high expectations for student achievement.

- **Vocational Pathways**

The recommendation for a specific vocational pathway or pathways was not included specifically in the plan, although future plans do include expanded opportunities for student enrollment in both district and RCOE CTE/ROP. In addition to students enrolling in CTE courses, work experience credit will also be available.

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SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

Name of LEA: Moreno Valley USD	
County/District (CD) Code: 33-6712	
County: Riverside County	
LEA Contact: Kim Kruger	Telephone Number: 951-571-7500, x17536
E-Mail: kkruger@mvusd.net	Fax Number: 951-571-7537
SACS Resource Code: 3180	
Revenue Object: 8290	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	0	0	0
2000– 2999	Classified Personnel Salaries	0	0	0
3000– 3999	Employee Benefits	0	0	0
4000– 4999	Books and Supplies	0	0	0
5000– 5999	Services and Other Operating Expenditures	0	0	0
6000– 6999	Capital Outlay	0	0	0
7310 & 7350	Indirect Costs (2.22%)	\$8,326.	\$9,431.	\$9,431.
Total Amount Budgeted		\$8,326.	\$9,431.	\$9,431.

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SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: March Mountain Continuation School	
County/District/School (CDS) Code: 33-6712	
LEA: Moreno Valley USD	
LEA Contact: Kim Kruger	Telephone Number: 951-571-7500, x17536
E-Mail: kkruger@mvusd.net	Fax Number: 951-571-7537
SACS Resource Code: 3180 Revenue Object: 8290	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$184,388.	\$325,442.	\$325,442.
2000– 2999	Classified Personnel Salaries	\$12,513.	\$12,513.	\$12,513.
3000– 3999	Employee Benefits	\$46,564.	\$83,142.	\$83,142.
4000– 4999	Books and Supplies	\$131,594.	\$3,700.	\$3,700.
5000– 5999	Services and Other Operating Expenditures	\$106,095	\$86,990.	\$78,990.
6000– 6999	Capital Outlay	0	0	0
7370 & 7380	Transfers of Direct Support Costs	0	0	0
Total Amount Budgeted		\$481,154.	\$511,787.	\$503,787.

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SIG Form 5a – LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Year 1

Activity Description (See instructions)	Subtotal (For each Activity)	Object Code
Indirect Costs (2.22%)	\$8,326.	7310 7350
TOTAL	\$8,326.	

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SIG Form 5a – LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Year 2

Activity Description (See instructions)	Subtotal (For each Activity)	Object Code
Indirect Costs (2.22%)	\$9,431.	7310 7350
TOTAL	\$9,431.	

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SIG Form 5a – LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Year 3

Activity Description (See instructions)	Subtotal (For each Activity)	Object Code
Indirect Costs (2.22%)	\$9,431.	7310 7350
TOTAL	\$9,431.	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: March Mountain High School, Year 1

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Salaries:		
2 100% teachers to teach in classrooms with computer-based curriculum for students in the regular scheduled day program. January implementation. Estimated salary of \$35,500 for half a year x 2 = \$71,000 (January-June)	\$71,000.	1101
2 100% teachers to teach in self-contained program classrooms with computer-based curriculum for students in the alternative, computer based instruction program. January implementation (January –June) Estimated salary of \$35,500 for half a year x 2 = \$71,000 (January-June)	\$71,000.	1101
2 1/6 salaries to allow 2 teachers to teach two full sessions in self-contained computer-based instruction program, January implementation (January –June) Estimated \$64.07 x 2 x 92 = \$11,955.	\$11,955.	1101
Certificated Extra Duty:		
Extended day program for students in computer-based instruction labs, 2 teachers, 6 hours a week, 16 weeks, January implementation (January –June),to increase student achievement and to provide credit recovery opportunities (\$30.24 x 6 hours= \$181.44 x 16 weeks = \$2,903.04 x two teachers = \$5608.08)	\$5,806.	1120
Curriculum alignment and development of summative and formative assessments through collaboration for all departments, Core Curriculum Departments (Math, English, Social Studies and Science): 138 hours each (138 x 4 = 552 x \$30.24 = \$16,692.48) Independent Study: 42 hours x \$30.24 = \$907.20	\$20,140.	1120

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Electives: 84 hours x \$30.24 = \$2540.16		
Apex (software curriculum training):	\$2,177.	1120
6 teachers, two days at 6 hours = 12 hours x 6 = 72		
72 hours x \$30.24 = \$2,177.28		
Staff Development, PLC training, 3 day release,	\$2,310.	1120
Substitutes (7 teachers x 3 x \$110. = \$2,310)		
Classified Salaries:		
50% Community Liaison, four hours a day, to encourage and support communication and involvement with parents and community and to communicate the importance of attendance during the 2010-2011 school year.	\$12,513.	2900
\$17.38 x 4 hours x 180 days = \$12,513.)		
Employee Benefits:		
<i>Certificated (STRS: 8.25%, Medicare: 1.45%,</i>		3101,
<i>Unemployment: .72%, Worker's Comp.: 3%): 13.42%</i>		3321,
		3501,
		3601
2 (100%) teachers in regular day computer classrooms, January implementation (January –June)	\$9,514.	
2 (100%) teachers in self-contained computer classrooms, January implementation (January –June)	\$9,514.	
Extra-duty for teachers working in the computer based instruction classrooms for extended day, January implementation (January –June)	\$778.	
Extra duty for curriculum alignment and collaboration for assessment development, substitutes for staff development release	\$3,305.	
<i>Classified (PERS: 7%, PERS Red.: 1.315%, PERS EMP: 10.707% OASDI: 6.2%, Medicare: 1.45%, Unemployment: .72%, Worker's Comp: 3%): 30.392%</i>		3202,
		3802,
		3312,
		3322,
		3502,
		3602
1 50% (four hours) Community Liaison	\$3,803.	
Health and Welfare:		
2 (100%) teachers in regular day computer classrooms, January implementation (January –June)	\$7,860.	3401
(3930.19 x 2 = \$7860.38)		
2 (100%) teachers in self-contained computer classrooms January implementation (January –June)	\$7,860.	3401
(3930.19 x 2 = \$7860.38)		

Moreno Valley Unified School District
ARRA School Improvement Grant

1 50% (four hours) Community Liaison (7860. x .5 = \$3,930.)	\$3,930.	3402
Books and Supplies:		
Course Materials for Apex Software	\$2,905.	4200
Supplies for parent and community communication	\$1,500.	4300
Supplies for portfolios	\$700.	4300
General Supplies	\$1,500.	4300
Technology wiring for three classrooms (one of them a double classroom) for computer-based instruction classrooms for	\$17,000.	4310
92 Desktop Computers for Classrooms	\$83,219.	4400
44 Tables and 88 Chairs for Classrooms	\$9714.	4400
Computer Tie-downs	\$2,297.	4400
Classroom Set up x 4 (Teacher's desk, chair, bookcases, shelves and 4 drawers)	\$11,131.	4400
1 Printer, Mid-use for self contained classroom	\$856.	4400
2 Printers, Low-use, for each regular scheduled computer based instruction classroom (2 x \$385.94 = \$771.88)	\$772.	4400
Services and Other Operating Expenditures:		5100
Apex Core Curriculum (Computer-based Instruction), January – June	\$24,716.	
Apex CAHSEE Prep Curriculum (Computer-based Instruction), January – June	\$2,779.	
Apex Curriculum Training for Staff (15)	\$6,600.	
RCOE Curriculum and Leadership Support, Evaluation	\$72,000.	
TOTAL	\$481,154.	

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: March Mountain High School, Year 2

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Salaries: 2 100% teachers to teach in classrooms with computer-based curriculum for students in the regular scheduled day program.	\$142,000.	1101
2 100% teachers to teach in self-contained program classrooms with computer-based curriculum for students in the alternative, computer based instruction program.	\$142,000.	1101
2 1/6 salaries to allow 2 teachers to teach two sessions in self-contained program (Estimated $\$64.07 \times 2 \times 183 = \$23,449.62$)	\$23,450.	
Certificated Extra Duty: Extended day program for students in computer-based instruction labs, 2 teachers, 6 hours a week, 32 weeks to increase student achievement and to provide credit recovery opportunities ($\$30.24 \times 6 \text{ hours} = \$181.44 \times 32 \text{ weeks} = \$5,806.08 \times \text{two teachers} = \$11,612.16$)	\$11,612.	1120
Staff Development, SIOP and continued PLC 29 teachers, two day release $29 \text{ teachers} \times 2 = 56 \times 110 = \$6,380.$	\$6,380.	1120
Classified Salaries: 50% Community Liaison, four hours a day, to encourage and support communication and involvement with parents and community and to communicate the importance of attendance during the 2011-2012 school year. ($\$17.38 \times 4 \text{ hours} \times 180 \text{ days} = \$12,513.$)	\$12,513.	2900

Employee Benefits:		
<i>Certificated (STRS: 8.25%, Medicare: 1.45%, Unemployment: .72%, Worker's Comp.: 3%): 13.42%</i>		3101, 3321, 3501, 3601
2 (100%) teachers in regular day computer classrooms	\$19,208.	
2 (100%) teachers in self-contained computer classrooms	\$19,208.	
2 1/6 salaries to allow 2 teachers to teach two sessions in self-contained program	\$3,142.	
Extra-duty for teachers working in the computer based instruction classrooms for extended day	\$1,556.	
Substitutes for Staff Development release, SIOP and continued PLC training	\$855.	
<i>Classified (PERS: 7%, PERS Red.: 1.315%, PERS EMP: 10.707% OASDI: 6.2%, Medicare: 1.45%, Unemployment: .72%, Worker's Comp: 3%): 30.392%</i>		3202, 3802, 3312, 3322, 3502, 3602
1 50% (four hours) Community Liaison	\$3,803.	
<i>Health and Welfare:</i>		
2 (100%) teachers in regular day computer classrooms (\$7,860 x 2 = \$15,720)	\$15,720.	3401
2 (100%) teachers in self-contained computer classrooms (\$7,860 x 2 = \$15,720)	\$15,720.	3401
1 50% (four hours) Community Liaison (\$7,860. x .5 = \$3,930.)	\$3,930.	3402
Books and Supplies:		
Supplies for parent and community communication	\$1,500.	4300
Supplies for portfolios	\$700.	4300
General Supplies	\$1,500.	4300
Services and Other Operating Expenditures:		
Apex Core Curriculum (Computer-based Instruction)	\$49,432.	5100
Apex CAHSEE Prep Curriculum (Computer-based Instruction),	\$5,558.	
RCOE Curriculum and Leadership Support, Evaluation	\$32,000.	
TOTAL	\$511,787.	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: March Mountain High School, Year 3

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Salaries: 2 100% teachers to teach in classrooms with computer-based curriculum for students in the regular scheduled day program.	\$142,000.	1101
2 100% teachers to teach in self-contained program classrooms with computer-based curriculum for students in the alternative, computer based instruction program.	\$142,000.	1101
2 1/6 salaries to allow 2 teachers to teach two sessions in self-contained program (Estimated: $\$64.07 \times 2 \times 183 = \$23,449.62$)	\$23,450.	
Certificated Extra Duty: Extended day program for students in computer-based instruction labs, 2 teachers, 6 hours a week, 32 weeks to increase student achievement and to provide credit recovery opportunities ($\$30.24 \times 6 \text{ hours} = 181.44 \times 32 \text{ weeks} = 5806.08 \times \text{two teachers} = \$11,612.16$)	\$11,612.	1120
Staff Development, SIOP and continued PLC 29 teachers, two day release 29 teachers $\times 2 = 56 \times 110 = \$6,380$ (substitutes)	\$6,380.	1120
Classified Salaries: 50% Community Liaison, four hours a day, to encourage and support communication and involvement with parents and community and to communicate the importance of attendance during the 2012-2013 school year. ($17.38 \times 4 \times 180 \text{ days} = \$12513.$)	\$12,513.	2900
Employee Benefits: <i>Certificated</i> (STRS: 8.25%, Medicare: 1.45%,		3101,

<i>Unemployment: .72%, Worker's Comp.: 3%): 13.42%</i>		3321, 3501, 3601
2 (100%) teachers in regular day computer classrooms	\$19,208.	
2 (100%) teachers in self-contained computer classrooms	\$19,208.	
2 1/6 salaries to allow 2 teachers to teach two sessions in self-contained program	\$3,142.	
Extra-duty for teachers working in the computer based instruction classrooms for extended day	\$1,556.	
Extra duty for summer curriculum alignment and collaboration for assessment development	\$855.	
<i>Classified (PERS: 7%, PERS Red.: 1.315%, PERS EMP: 10.707% OASDI: 6.2%, Medicare: 1.45%, Unemployment: .72%, Worker's Comp: 3%): 30.392%</i>		3202, 3802, 3312, 3322, 3502, 3602
1 50% (four hours) Community Liaison	\$3,803.	
<i>Health and Welfare:</i>		
2 (100%) teachers in regular day computer classrooms (\$7,860 x 2 = \$15,720.)	\$15,720.	3401
2 (100%) teachers in self-contained computer classrooms (\$7,860 x 2 = \$15,720.)	\$15,720.	3401
1 50% (four hours) Community Liaison (\$7860. x .5 = \$3930.)	\$3,930.	3402
Books and Supplies:		
Supplies for parent and community communication	\$1,500.	4300
Supplies for portfolios	\$700.	4300
General Supplies	\$1,500.	4300
Services and Other Operating Expenditures:		5100
Apex Core Curriculum	\$49,432.	
Apex CAHSEE Prep Curriculum	\$5,558.	
RCOE Curriculum and Leadership Support, Evaluation	\$24,000.	
TOTAL	\$503,787.	

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

March Mountain High School

24551 Dracaea Avenue

Moreno Valley, CA 92553

Check [] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Moreno Valley Unified School District

Name of Program: March Mountain High School

Printed Name and Title of Authorized Representative: Dr. Nicolas Ferguson, Interim Superintendent of Schools

Signature:  Date: 8/30/10

CDE-100DF (May-2007) - California Department of Education

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit [Standard Form - LLL, "Disclosure Form to Report Lobbying,"](#) (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Moreno Valley Unified School District

Name of Program: March Mountain Continuation School

Printed Name and Title of Authorized Representative: Dr. Nicolas Ferguson, Interim Superintendent of Schools

Signature:  Date: 8/30/10

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Moreno Valley Unified School District

Name of Program: March Mountain Continuation School

Printed Name and Title of Authorized Representative: Dr. Nicolas Ferguson, Interim Superintendent of Schools

Signature:  Date: 8/30/10

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

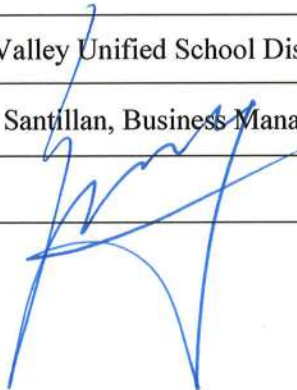
SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7-Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Moreno Valley Unified School District
Authorized Executive:	Estuardo Santillan, Business Manager
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
March Mountain High School	333762	062580003868		X					X		X	\$1,523,916.

SIG Form 10—Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: March Mountain High School		Tier: II			
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation					
Total FTE required: LEA 4 School Other					
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA	Resources	Oversight
IP	Two computer-based instruction classrooms: 2 FTE, 46 computers, 2 printers, Apex software and curriculum, tables and chairs, computer tie-downs and chairs, computer tie-downs <i>Needs Assessment: Credit Recovery, varied models of curriculum delivery.</i>	Implement January, 2011, Second Semester	\$566,372. (Over 3 years)	District technology staff, District facility staff, Apex curriculum staff, Human Resources	School Principal, Div of Information Systems
IP, OF	Two self contained computer-based instruction classrooms: 2 FTE, 2 1/6 salary adj, 44 computers, 1 printer, Apex software and curriculum, tables and chairs, computer tie-downs and chairs, computer tie-downs <i>Needs Assessment: Credit Recovery, varied models of curriculum delivery.</i>	Implement January, 2011, Second Semester	\$631,595. (Over 3 years)	District technology staff, District facility staff, Apex curriculum staff, Human Resources	School Principal, Div of Information Systems

IP, PD	APEX Software Training, including 6 teachers @12 hours <i>Needs Assessment: Credit Recovery, varied models of curriculum delivery, targeted staff development</i>	Dec., 2010-Jan. 2011, in prep. for 2 nd semester, Jan., 2011	\$8,777.	0	Apex curriculum training staff	School Principal
TA	Technology Support <i>Needs Assessment: Credit Recovery, varied models of curriculum delivery.</i>	Dec., 2010, on-going	0	In Kind	District technology staff	Site Comp. Tech., Class Teachers
IP, TA	Computer classroom wiring, 2 regular classrooms, 1 double classroom <i>Needs Assessment: Credit Recovery, varied models of curriculum delivery</i>	Nov. -Dec., 2010, in prep. for 2 nd semester, Jan., 2011	\$17,000.	In Kind	District technology staff, District facility staff	Director of Information Systems, Site Computer Tech., School Principal
ILT	Extended learning time: After or before school computer based instruction <i>Needs Assessment: Credit Recovery, varied models of curriculum delivery, increased instructional time</i>	Implement January, 2011, Second Semester	\$32,920. (Over 3 years)	0	Apex curriculum training staff	School Principal, Asst. Principal, Dept. Chairs
	Implementation of Life Management elective <i>Needs Assessment: Student Support</i>	August, 2010	0	0	District Student Services Department	School Principal, Counselor, Div of CWA
OF, RPR, SD, I.L.T, IP	Change of school schedule to reflect increased instructional time, addition of advisory period and a return to first period at the end of the day for	August, 2010	0	0	District Student Services Department	Director of Secondary Education, School Principal,

	<p>accountability and connection, common prep period for staff collaboration, training and PLC time weekly</p> <p>Needs Assessment: <i>Credit Recovery, increased instructional time, student support, collaboration and training time for teachers</i></p>					Asst., Principal, Site Leadership Team
OF, IP, SD	<p>Change of grading periods and class structure</p> <p>Needs Assessment: <i>Credit Recovery, course alignment and use of pacing guides and common assessments</i></p>	August, 2010	0	0	District Student Services Department, District Professional Development Department	School Principal, Assistant Principal, School Counselors
OF	<p>Development of A-G opportunities for students in collaboration with comprehensive high schools, including an on site biology course (supplies included in general supplies)</p> <p>Needs Assessment: <i>Academic rigor</i></p>	Develop 2010-2011 school year and implement August, 2011 for 2011-2012 school year	0	0	District Comprehensive High School Principals, District Education Services Department, Lab supplies needed, District Curriculum Counsel	Director of Secondary, School Principal, District School Principals
FCE	<p>Community Liaison position to communicate with and encourage parent and community involvement. The position will also communicate with families on attendance issues to</p> <p>Needs Assessment: <i>Parent and community communication and</i></p>	Implement August, 2010	\$60,738. (Over 3 years)	0	District Human Resources	School Principal, Human Resources

TA	involvement, student accountability Riverside County Office of Education assistance, training and evaluation <i>Needs Assessment: Targeted professional development, using data to inform and modify instruction</i>	Implement July, 2010 , on-going through June, 2013	\$128,000. (Over 3 years)	0	Riverside County Office of Education, District Professional Development Department	School Principal, Director of Secondary Education, Coord. of Professional Development, RCOE Staff
SD, FCE	Student completion of graduation portfolios during advisory time <i>Needs Assessment: Student support and accountability</i>	August, 2010, on-going	\$2,100. (Over 3 years)	0	Purchasing Department, ROP Copy Class	School Principal, Asst. Principal, Dept Chairs
FCE	Parent and Community Activities, including newsletters, community resource, activities at school <i>Needs Assessment: Parent and community communication and involvement</i>	August, 2010, on-going	\$4,500. (Over 3 years)	0	Printing access, Community partners	School Principal, Elective teachers
	General Supplies for described activities	July, 2010 – June, 2013	\$4,500. (Over 3 years)	0	Purchasing Department	School Principal, School Secretary
PD, SD, TA	Curriculum Alignment and Development of formative and summative assessments, including curriculum and PLC training <i>Needs Assessment: Targeted professional</i>	July, 2010- June 2011	\$25,755.	0	Riverside County Office of Education, District Professional Development Department	School Principal and Director of Secondary Education

PD, SD, TA	<i>development, using data to inform and modify instruction, curriculum alignment</i> SIOP and continued PLC training Needs Assessment: Targeted professional development, using data to inform and modify instruction	July, 2011-June, 2013	\$14,470.	0	Riverside County Office of Education, District Professional Development Department	School Principal, ELL Program Staff, Director of Secondary Education
RPR, PD, TA	Flexible use of teacher prep use allowed for individualized staff development and curriculum development Needs Assessment: Targeted professional development	August, 2010 – On-going	0	0	District Professional Development Department	School Principal, Director of Secondary Education
ES, IRR, TA	Begin Bargaining process with MVEA to develop rigorous, transparent and equitable evaluation system for teachers and principal, as well as a system to identify and reward school leaders and remove those who do not improve their profession practice when given opportunities to do so. Indirect Costs (2.22%)	Bargain 2010-11 school year for implementation 2011-12 School-year	0	0	Riverside County Office of Education	Director of Secondary Education, Assistant Supt. of HR, School Principal
		July, 2010 – June, 2013	0	\$27,188.		Business Services

District Assistance Survey (DAS)

A. Governance	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation			
<p>A.1 The local governing board works within the scope of its role and responsibilities as a member of the district governing team, setting policies and aligning the budget to support the successful implementation of the Local Educational Agency (LEA) Plan.</p>	<p>Full implementation means that the local governing board has established a process with the LEA superintendent to ensure that policies are implemented and monitored and that funding is allocated to support the successful implementation of the LEA Plan.</p> <ul style="list-style-type: none"> • Board policies and regulations explicitly address the roles and responsibilities of the local governing board, superintendent and staff in the governance structure. • Board members support and follow their adopted policies as reflected in their decisions regarding student achievement, curriculum, assessment and accountability, personnel and budgetary allocations. 		Full	Partial (in progress)	Minimal
		A.1	3	2	1
		<p>Documentation Budgetary allocations made by the Board of Education do not reflect the goals of the LEA plan. Textbook adoptions for Math and ELA have been postponed. Teacher instructional training continues in the core and intervention curricular areas but is not as comprehensive as SB472.</p>			

District Assistance Survey (DAS)

<p>A.2 The LEA's vision, mission, policies and priorities are focused on the academic achievement of all students, especially English learners, (ELs), students with disabilities (SWDs), and other high priority students, and reflect a commitment to equitably serving the educational needs and interests of all students.</p>	<p>Full implementation means that the local governing board, upon recommendation of the superintendent and with input from stakeholder groups, adopts a long-range vision for the LEA focused on student learning and sets priorities based on student achievement, including ELs, SWDs, and all other high priority students.</p> <p>Prior to adopting board policies, the governing board reviews how the proposed policy will support the stated vision, mission, and priorities, including ELs, SWDs, and all other high priority students.</p>			
		Full	Partial (in progress)	Minimal
<p>Documentation</p> <p>Board policies are focused but budgetary priorities are effecting full funding of specific District identified programs implemented to service the listed high priority students.</p>	A.2	3	2	1

District Assistance Survey (DAS)

A.3 The LEA leadership fosters an organizational culture that supports educational reform based on a coherent research-based instructional program. This culture of shared core values and norms can be observed at all levels of leadership and across all schools.	Full implementation means that the board and district superintendent, together with district leaders, foster an organizational culture characterized by: <ul style="list-style-type: none">• A commitment to a district vision of universal student achievement realized through a rigorous, coherent standards-based instructional program anchored in the Essential Program Components (EPCs) for Instructional Success.• A transparent communications structure so that personnel in schools and the wider community understand how decisions are made and how communications are shared across the district.• Positive working relationships among adults based on mutual trust.• Collaborative team work among LEA and site-level leaders.• Participatory decision making among all stakeholders, including district and school administrators, teachers, parents, and community members.• Allocation of appropriate time and resources to support and sustain reform initiatives.			
		Full	Partial (in progress)	Minimal
A.3	3	2	1	
Documentation The leadership is focused on implementing a rigorous, coherent standards-based instructional program anchored in the EPC's for instructional success. Budgetary constraints are requiring a collaborative effort amongst the LEA and site-level leaders to ensure the appropriate allocation of funds to specific instructional areas to guarantee the continuous implementation of programs at the desired levels. Transparent communication and mutual trust is hindered by the shifting of District priorities to ensure fiscal stability through the term of State budgetary uncertainty.				

District Assistance Survey (DAS)

A.4	The LEA has policies to fully implement the State Board of Education (SBE)-approved EPCs for Instructional Success in all schools in the LEA. These include evidence of implementation regarding instructional materials, intervention programs, aligned assessments, appropriate use of pacing and instructional time, and alignment of categorical programs and instructional support.								
Full implementation means that the LEA has policies addressing the full implementation of each of the EPCs in all schools in the LEA. These policies guide the LEA in establishing:	<ul style="list-style-type: none">• Process for selection and monitoring implementation of SBE-adopted standards-aligned instructional materials, including intensive intervention programs.• Expectations for the appropriate allocation of instructional time, as outlined in the state's curriculum framework, and implementation of the annual district instructional/assessment pacing guides to ensure that all students receive sufficient time to learn grade-level standards incorporated in the adopted instructional materials.• Expectations for the regular and uniform administration and analysis of common district benchmark assessments and formative/curriculum-embedded assessments and the use of placement/exit criteria to provide students strategic and intensive interventions, as well as grade-level instruction.• Professional development opportunities for teachers and administrators, including SBE-adopted materials-based professional development; ongoing training and in-classroom support, including content experts, coaches, specialists, or other teacher support personnel with subject matter expertise, and monthly structure teacher collaboration meetings (preferably twice per month) by grade or course or program level.• Alignment of fiscal and human resources to support the EPCs.								
<table><tr><td></td><td>Full</td><td>Partial (in progress)</td><td>Minimal</td></tr><tr><td>A.4</td><td>3</td><td>2</td><td>1</td></tr></table>			Full	Partial (in progress)	Minimal	A.4	3	2	1
	Full	Partial (in progress)	Minimal						
A.4	3	2	1						
<p>Documentation</p> <p>The LEA utilizes established policies and procedures for the selection and monitoring of SBE-adopted standards-aligned instructional materials. District benchmark assessments are uniformly administered District-wide, with a few exceptions, specifically alternative education sites, which are on their own specific benchmark administration timeline. Professional Development opportunities have been reduced due to district budgetary restrictions. In-house professional development is administered by the District's Staff Development Division, focusing on core and intervention curriculum instructional practices. The continued alignment of fiscal and human resources continues to be challenging.</p>									

District Assistance Survey (DAS)

A.5 The LEA Plan is developed in alignment with the accountability requirements at both the state and federal levels and with input from all stakeholders. It is grounded in sound, research-based instructional practices and is the guiding document for the development of the Single Plan for Student Achievement (SPSA) in each of the LEA's schools.	Full implementation means that the LEA Plan is fully aligned with all accountability requirements, including any federal Title I, Title II, and/or Title III requirements to which the LEA may be subject. Research-based practices to improve student achievement are evident throughout the plan.		
	<ul style="list-style-type: none">• The development process for the LEA Plan includes a representation of district stakeholders and is based upon a comprehensive needs assessment and analysis of student achievement data.• The SPSA for each school is clearly aligned to the LEA plan; incorporating the activities from the LEA plan in order to support a coherent implementation of the LEA plan in all schools.• The LEA Plan describes how the district provides support to all schools through the seven areas of district support. Underperforming schools are , targeted for additional support in fully implementing the EPCs.		
	Full	Partial (in progress)	Minimal
	A.5	3	2
<p>Documentation</p> <p>The LEA Plan is fully aligned with all state and federal accountability requirements. The continuation of full implementation continues to be a priority. The LEA Plan and site-specific SPSA are fully aligned to reflect the priorities of the District instructional program.</p>			

District Assistance Survey (DAS)

A.6 The LEA's fiscal policies and adopted budget are aligned with the LEA Plan and reflect a coherent instructional program based on state standards, frameworks, SBE-adopted standards-aligned materials, sound instructional practices, and the EPCs.	Full implementation means that sufficient fiscal resources are allocated to support the full implementation of the LEA Plan. <ul style="list-style-type: none">• LEA budget decisions and priorities are determined by the priorities established in the LEA Plan which are to include all ELs, SWDs, and other high priority students in the district whether the students are attending a categorically-funded school or not.• The SPSA and other site-level budget allocations are aligned to the LEA Plan, with an emphasis on meeting the instructional needs of high priority students.			
		Full	Partial (in progress)	Minimal
A.6	3	2	1	
Documentation				
The primary focus of keeping the District fiscally solvent is infringing on the funding of specific instructional programs. Priorities established by the LEA Plan continue to drive the instructional process, but adequate funding in some areas requires adjustment of the instructional delivery abilities of some specific programs.				

District Assistance Survey (DAS)

A.7 The LEA uses an effective two-way communication system and provides timely and accurate information to all stakeholders, especially students, parents/families, teachers and site administrators, about student achievement, academic expectations, and accountability requirements.	Full implementation means that the LEA has in place timely two-way communication systems with all stakeholders regarding student achievement, academic expectations, and accountability requirements. All communication is rendered in a format and language that is understandable to all stakeholders.		
	Full	Partial (in progress)	Minimal
<p>• The LEA has established channels to facilitate ongoing and frequent communication from the stakeholders to the LEA. Examples of these communication channels are evident.</p> <p>• The LEA annually sets student performance goals and clearly communicates these goals to all site administrators, teachers, students, and parents/families. Goals are measurable, achievable, and evaluated annually.</p>			
<p>The LEA has established communication channels to allow all stakeholders the ability to communicate effectively. Student performance goals are clearly communicated to all sites in a manner of uniform expectations.</p>			

District Assistance Survey (DAS)

<p>A.8 The LEA holds teachers, site administrators, and district personnel accountable for student achievement and meeting federal, state, and local accountability requirements.</p>	<p>Full implementation means that all LEA personnel, site administrators, and teachers throughout the LEA are accountable for meeting specific teaching and student achievement goals, as defined in the LEA Plan.</p> <ul style="list-style-type: none"> • The LEA has clearly communicated the actions required by teachers and site and district administrators in order to support implementation of the LEA Plan. • There is a clearly defined method of monitoring the implementation of the plan, including benchmark activities and timelines and the persons responsible for carrying out each activity. Follow-up action is taken when revisions to the plan are needed or when benchmark activities are not completed. • If the LEA is in Title I, Title II, and/or Title III improvement status, all LEA and site personnel are knowledgeable of and accountable for implementing the accountability requirements. 			
		Full	Partial (in progress)	Minimal
		A.8	3	2
<p>Documentation</p> <p>District personnel are held accountable for student achievement and meeting federal, state, and local accountability requirements. Requirements and expectations for fully implementing instructional programs are clearly communicated to all, supporting the LEA Plan. Uniformity of the implementations of specific programs across the District continues to be the focus of accountability.</p>		1		

District Assistance Survey (DAS)

A.9 The LEA provides all schools with the infrastructure to collect and interpret student achievement data in order to establish and communicate instructional priorities and strategies for improved student achievement.	Full implementation means that the LEA provides all schools and teachers with a data system to collect and track student achievement data. The system provides timely turnaround of data reports and maximizes the use of data within a continuous improvement process.		
	<ul style="list-style-type: none">• The adopted data system:<ul style="list-style-type: none">– Is implemented in all schools within the LEA.– Is supported by the LEA (e.g. fiscal and personnel resources).– Provides continually-updated student achievement and demographic data for analysis and decision making by teachers and administrators (for example re-rostering of class lists).– Provides varying levels of access to data (educators, administrators, parents).– Has the ability to report data in multiple formats and for multiple users.– Enables rapid turnaround of data reports for teachers.		
	Full	Partial (in progress)	Minimal
A.9	3	2	1
Documentation			
The District-adopted student data system is in place and fully functional at all school sites. The uniform level of utilization across the District is a continued focus for administrators. The data system is fully funded by the District leadership. Staff trainings as to the expected utilization of this system are on-going. The system provides varying levels of data to instructors and administrators to allow the adjustment of instructional delivery, based upon site-specific priorities and implementation practices.			

District Assistance Survey (DAS)

B. Alignment of Curriculum, Instruction and Assessment	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation											
<p>B.1 The LEA has a coherent standards-based curriculum, instruction and assessment system. Curricular and assessment materials are aligned with one another and based on the SBE-adopted standards-aligned instructional materials.</p>	<p>Full implementation means that all components of the curriculum are aligned to the state standards and to state-mandated assessments. The LEA has SBE-adopted standards-aligned instructional materials for all students; teachers use the materials with fidelity and on a daily basis following the district pacing guide; and student assessments are aligned to the adopted instructional materials.</p> <ul style="list-style-type: none"> SBE-adopted standards-aligned instructional materials are adopted system-wide. All site administrators and teachers are knowledgeable of the state content standards and skilled in the effective implementation of the adopted instructional materials to meet state achievement targets. There is clear evidence of system-wide coherence in curriculum, instruction and assessment from classroom to classroom and from grade level to grade level. This coherence is observable at the classroom level. For the core subjects, there are district instructional/assessment pacing guides based upon the adopted instructional materials. Pacing guides clearly describe the breadth and depth of content to be taught and are aligned with the standards tested on state standardized exams. District benchmark assessments are aligned to the SBE-adopted standards-aligned instructional materials and to the district pacing guides. 	<table border="1"> <tr> <td></td> <td>Full</td> <td>Partial (in progress)</td> <td>Minimal</td> </tr> <tr> <td>B.1</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>		Full	Partial (in progress)	Minimal	B.1	3	2	1	<p>Documentation</p> <p>Standards-aligned instructional materials are adopted system-wide. Fiscal constraints have hindered the acquisition of math and ELA up-dated adoptions. A continued challenge is the monitoring of fidelity to the pacing guides, District benchmark assessments, and to program design in all classrooms District-wide.</p>		
	Full	Partial (in progress)	Minimal										
B.1	3	2	1										

District Assistance Survey (DAS)

B.2 The LEA provides all schools with sufficient SBE-adopted core and intervention materials in reading/language arts, mathematics, history/social studies, and science. The LEA ensures that the materials are used with fidelity and on a daily basis in all classrooms.	Full implementation means that every student in every classroom and in every school has the most recent SBE-adopted standards-aligned core and/or SBE-adopted intensive intervention materials. Materials are implemented with fidelity as designed on a daily basis.			
	<ul style="list-style-type: none"> A systematic textbook adoption process is in place and aligned to SBE adoption schedule and resource allocations. Program Improvement (PI) high schools or high schools in PI LEAs adopt the articulated high school versions of the SBE-adopted middle school core and intensive intervention mathematics and reading/language arts programs. The LEA monitors the implementation of core and intervention materials in all classrooms. 			
	Full	Partial (in progress)	Minimal	
	B.2	3	2	1
Documentation A systematic textbook adoption process is in place and utilized District-wide. The adoptions of math and ELA textbooks has been hindered by the transfer of categorical funds to assist with balancing the District budget in light of the State's fiscal uncertainties. The LEA continues to monitor the implementation of core and intervention instructional materials in all classrooms. Every student has access to all instructional materials. Fiscal constraints may hinder the continued ability to maintain this requirement.				

District Assistance Survey (DAS)

				Documentation All students have full access to appropriate levels of instructional materials and programs. Specific criteria have been developed and are utilized to ensure the placement of all students in the educational programs most appropriate to address their individual educational needs. Administrators work to schedule sufficient core and intervention classes based upon the designed instructional requirements of the specific programs. Uniform implementation of specific intervention programs continues to be a focus of site and District administration.
	Full	Partial (in progress)	Minimal	
B.3	3	2	1	
<p>B.3 The LEA ensures that all students, especially ELs, SWDs, and other high priority students, have access to the core curriculum and, based on assessed need, to English Language Development (ELD), strategic interventions, and SBE-adopted intensive interventions.</p> <p>Full implementation means that all students in the LEA have access to the core curriculum and appropriate strategic and intensive interventions. All high priority students, including ELs, SWDs, and high priority students, are assessed, appropriately placed, monitored, and exited from intervention programs in a systematic way to accelerate progress.</p> <ul style="list-style-type: none"> • ELs receive the sufficient instructional time within the core instructional program as well as additional instructional time for ELD. • ELs are appropriately placed in ELD by language proficiency level based on the California English Language Development Test (CELDT) and formative assessments. (See the Academic Program Survey (APS) for specific guidance on appropriate level of ELD instruction.) • LEA and site administrators schedule sufficient core and intervention time and/or classes, as recommended in the state curriculum framework, to meet the assessed academic needs of all students. • Intensive intervention students' core is the SBE-adopted intensive accelerated program. • SWDs have access to the core curriculum and to all curricular materials with appropriate accommodations and/or modifications of curriculum or instruction, as specified in their individualized education programs (IEPs). 				

District Assistance Survey (DAS)

B.4 The LEA fully implements adopted materials and provides and monitors appropriate instructional minutes and pacing for all core subjects and interventions.	Full implementation means that grade-level, standards-based instruction is taking place in all classrooms throughout the LEA; the materials adopted by the LEA are used consistently and uniformly in all classrooms; the state-recommended instructional minutes are allocated in all core, strategic and intensive intervention classes; and course and grade level pacing guides are in place and monitored for effectiveness.			
	<ul style="list-style-type: none"> The LEA has collaboratively developed and implemented reading/language arts and mathematics instructional/assessment pacing calendars for all grade levels in all schools, aligned to the adopted standards-based materials. LEA and site administrators visit classrooms on a regular basis in order to monitor full implementation of materials, as defined above. Schools' schedules and structures protect required instructional time and reflect a priority on the core, as well as on strategic and intensive interventions. 			
		Full	Partial (in progress)	Minimal
B.4		3	2	1
Documentation Grade-level standards-based instruction is required in all classrooms throughout the LEA. The accountability and monitoring of this expectation continues to be a priority for site level and District administration. The ability for all school sites to fully implement the core and intervention instruction with fidelity to the design of each program continues to be a District implementation requirement and focus.				

District Assistance Survey (DAS)

B.5 The LEA requires and supports the regular collection and analysis of common formative and summative assessment data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention programs, and monitor student progress in core and intervention programs.	Full implementation means that the LEA has developed a common assessment system. Teachers and administrators receive timely and reliable data, which they use to determine student mastery of key standards, inform classroom instruction, and make decisions about additional supports needed for high priority students.										
	<ul style="list-style-type: none">• The LEA has explicit expectations and procedures for data use among all principals and teachers. These expectations are communicated to all site staff.• The LEA provides training and ongoing support for district and site administrators and teachers on use of the adopted system and on data analysis.• LEA and sites administrators ensure that all schools have the necessary common curriculum embedded/benchmark assessments materials that are needed to administer the assessments.• LEA and site administrators monitor the administration of common curriculum embedded/benchmark assessments on an agreed-upon timetable.• The LEA establishes common cut points for proficiency levels and common rubrics for curriculum embedded/district benchmark assessments.• The LEA ensures that all teachers apply these common cut points and rubrics to assess student work.• The LEA establishes a district-wide assessment calendar that includes formative and summative assessments for the core curriculum.• LEA and site administrators continuously analyze student achievement data and CELDT data, to gauge student progress towards mastery of standards and identify students in need of additional instruction or interventions and exit in a timely manner.										
	<table><tr><td></td><td>Full</td><td>Partial (in progress)</td><td>Minimal</td></tr><tr><td>B.5</td><td>3</td><td>2</td><td>1</td></tr></table> <p>Documentation</p> <p>The District has developed a common assessment system in regards to the instructional and assessment expectations in the core math and ELA subject areas. Additional development of these expectations needs to be implemented in the remaining core subject areas. The LEA provides training and on-going support for administrators and teachers on the use of the adopted data system. Common cut points for proficiency levels have been established in math and ELA. The challenge continues to be the uniform implementation of this established Criteria District-wide.</p>					Full	Partial (in progress)	Minimal	B.5	3	2
	Full	Partial (in progress)	Minimal								
B.5	3	2	1								

District Assistance Survey (DAS)

C. Fiscal Operations	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation			
<p>C.1 The LEA meets all fiscal health criteria, as measured by the Fiscal Crisis and Management Assistance Team (FCMAT) Fiscal Health Risk Analysis survey.</p>	<p>Full implementation means that the fiscal criteria and standards guide the LEA in the budget development process and in its periodic self-evaluations of solvency, and the LEA meets all fiscal health criteria, as measured by the FCMAT Fiscal Health Risk Analysis Survey. Indicators of fiscal health include:</p> <ul style="list-style-type: none"> • Adequate reserves and ending balances. • Budgets that reflect LEA priorities. • Reasonable assumptions regarding changes in student attendance and compensation costs based on data. • Evidence of data-driven program planning and adequate funding to support long-term LEA Plan goals. 		Full	Partial (in progress)	Minimal
		C.1	3	2	1
		<p>Documentation</p> <p>The District continues to be challenged in its ability to keep adequate reserves and ending balances. State and District budget deficits impact the instructional priorities of the District. Evidence of data-driven program planning and adequate funding to support the LEA Plan continues to be a challenge based upon state fiscal uncertainties.</p>			

District Assistance Survey (DAS)

District Assistance Survey (DAS)

C.2 The LEA Plan and the SPSA allocate and align general and categorical expenditures to improvement activities based on the identified needs of high priority students in all of the LEA's schools.	Full implementation means that LEA and site budgets are aligned with one another and with the priorities of the LEA, as documented in the LEA Plan. These priorities are determined by student achievement data, including LEA-wide and disaggregated student data on the California Standards Tests (CSTs), California High School Exit Examination (CAHSEE), California Alternate Performance Assessment (CAPA), and the California Modified Assessment (CMA); CELDT data; and data from local curriculum-embedded/benchmark assessments.			

District Assistance Survey (DAS)

C.3 The LEA considers the academic achievement of the schools within the LEA, especially those in PI to determine appropriate site budget allocations.	Full implementation means that the LEA differentiates funding to sites based on academic need, with highest priority given to schools in PI status, and allocates funds to programs aligned to the LEA Plan goals which have a direct impact to student achievement. <ul style="list-style-type: none">Adequate funding is provided to address the needs of all high priority students, regardless of whether these students are in PI schools.		
	Full	Partial (in progress)	Minimal
C.3	3	2	1
Documentation The LEA differentiates funding to sites based upon academic need and status in Program Improvement when possible. Fiscal stability has become the priority, affecting site-based funding.			

District Assistance Survey (DAS)

D. Parent and Community Involvement	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation			
<p>D.1 The LEA has implemented parent/family involvement policies and programs at all schools, including community partnership programs that meet state and federal requirements.</p>	<p>Full implementation means that the LEA has established and is implementing district parent/family involvement programs that address all components required by law and that are designed to support the LEA Plan goals for student learning.</p> <ul style="list-style-type: none"> The LEA Plan has specific parental involvement goals and provides technical assistance to their schools for implementing parent/family programs. Technical assistance includes oversight, support, coordination, and monitoring of parent/family engagement policies, and programs. LEA and school administrators monitor level of parent involvement at the district and in all schools. 		Full	Partial (in progress)	Minimal
		D.1	3	2	1
		<p>Documentation</p> <p>District parent/family involvement continues to be a challenge at the secondary level, especially in the alternative education setting. The LEA has developed specific expectations concerning parent involvement, but the continued implementation of these expectations needs to be a focus of all secondary school sites.</p>			

District Assistance Survey (DAS)

D.2	The LEA has systems in place that provide timely and two-way communication in a format and language understandable to parents/ families and community members about student achievement, academic expectations, accountability requirements, and how parents can help improve their students' academic success.	Full implementation means that the LEA works with school administrators to communicate with parents, in a language they can understand and in a timely manner, information on academic proficiency levels, grade-level standards, high school graduation requirements, data reporting for the Standardized Testing and Reporting (STAR) program, local assessments, available interventions in reading/language arts and mathematics for students needing assistance, and strategies for supporting the academic achievement of students.				
		<ul style="list-style-type: none">• The LEA has a system in place to facilitate the two-way flow of information between parents and teachers/site administrators.• The LEA provides parents with information on students' results on local and state assessments in easy-to understand reports. Reports clearly define proficiency and report student progress in terms of proficiency in the state content standards.• The LEA assists parents to interpret student report cards and state reports on state standardized exams so that parents can understand the extent to which their children are meeting state standards.• The LEA and site administrators inform all parents of English learners of the student's identification as an EL, local re-designation criteria, and a student's annual progress towards attaining these criteria. In addition, parents are informed of student proficiency level as measured by the CELDT, the benefit in receiving ELD instruction, and the program's specific re-designation criteria.• The LEA and site administrators inform all parents of students with disabilities of opportunities to participate in any decision-making meeting regarding their child's special education program.				
			Documentation	The LEA has developed the expectation that all school sites will communicate effectively with parents continually. Standards have been established to allow parents the support to fully interpret and navigate the educational system. All expectations and assessment results in all areas of appraisal are fully communicated to all parents. The ability level at which individual school sites implement this expectation continues to be a focus and is monitored by site and District administration.		
			D.2	3	2	1

District Assistance Survey (DAS)

<p>D.3 The Lea's teachers and parents/families participate in instructional program and budget decisions affecting the development, implementation, and evaluation of core and categorical programs.</p>	<p>Full implementation means that LEA and site administrators actively solicit the participation of teachers and parents/families and consider their input into decisions affecting the development of the LEA Plan and SPSA goals and budget.</p> <ul style="list-style-type: none"> Teachers and parents receive training on their roles and responsibilities and serve on various LEA and school committees and are consulted in the planning, implementation, and evaluation of school and LEA programs. 			<p>Documentation</p> <p>The level of specific site implementation of the solicitation of teachers, parents, and families in the development of the SPSA varies from site to site. The District requirement for this to happen is in place, but it is a continual challenge for specific sites to fully implement, based upon parent and teacher involvement challenges.</p>
	Full	Partial (in progress)	Minimal	
	D.3	3	2	1

District Assistance Survey (DAS)

D.4 The LEA and all schools provide multiple opportunities for parents/family members to access school programs and staff, receive student and school information and resources, and be a part of decision-making.	Full implementation means that the LEA employs a broad range of strategies and hosts a wide variety of programs and activities to actively engage parents in their students' education. All parents understand how to contact teachers and school staff and are encouraged to do so.			

District Assistance Survey (DAS)

E. Human Resources	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation			
<p>E.1 The LEA recruits principals with demonstrated instructional leadership skills and places them at underperforming schools.</p>	<p>Full implementation means that principals with demonstrated instructional leadership are equitably distributed throughout the LEA, with priority given to placement of principals in underperforming schools.</p> <ul style="list-style-type: none"> Demonstration of instructional leadership among principals is characterized as: <ul style="list-style-type: none"> Support for the effective and full implementation of the district-adopted core and intervention programs and research-based teaching strategies. Analysis and use of student achievement data to monitor the effective implementation of programs and inform student placement in various interventions. Collaboration with staff to identify targeted professional development to help move school staff toward specific instructional and achievement goals. Leveraging of all available resources, both inside and outside the school, to fully implement the SPSA to maximize learning. The LEA monitors the mobility of principals at underperforming schools and provides incentives to retain highly effective principals to work in underperforming schools. The LEA offers leadership programs for site administrators. The LEA opens leadership programs to teachers in order to build a potential pool of highly qualified administrators. 		Full	Partial (in progress)	Minimal
		E.1	3	2	1
		<p>Documentation</p> <p>The instructional level of the majority of site principals supports the effective and full implementation of District-adopted core and intervention programs. Student data is analyzed at varying degree levels site to site. The instructional delivery is then modified based upon the data analysis. The majorities of site staffs collaborate to identify instructional practices and specifies staff development needs.</p> <p>The monitoring of the effectiveness of the site principals is the responsibility of District level administration. Individual support is given to new site principals through mentoring by District level administrators. The ability of the District administration to reassign site principals is a challenge, requiring a vast degree of documentation to support the placement.</p>			

District Assistance Survey (DAS)

	Full	Partial (in progress)	Minimal	
E.2	3	2	1	
<p>Documentation</p> <p>The District priority is to place principals at school sites based upon the needs of the site and the specific abilities of the principal. A specific program focus was developed by the District to offer support to underperforming school sites. Principal mentoring is performed by District level administration as needed. Principals are encouraged and allowed to participate in principal support networks developed by the County Office of Education.</p>				
<p>E.2 The LEA provides an ongoing support system for administrators, especially those new to the profession and/or placed in underperforming schools so that they can effectively support and monitor the implementation of the adopted standards-based instructional program, the intervention system, and the academic achievement of all students.</p>		<p>Full implementation means that the LEA provides all administrators with ongoing professional development, with priority given to new administrators and to those placed in underperforming schools.</p> <ul style="list-style-type: none"> The LEA has articulated policies and practices to support new administrators and those assigned to underperforming schools. The LEA provides principals with structured and ongoing professional development focused on the specific needs of high priority students and their teachers. The LEA develops systems and networks to build instructional leadership skills. These may include principal support networks, coaching systems, peer support networks, and leadership assessment systems. The LEA develops and trains administrators to use classroom observation protocols to ensure that all teachers are implementing instructional materials with fidelity. 		

District Assistance Survey (DAS)

<p>E.3 The LEA monitors the performance of all principals in the LEA, including their implementation of the SPSA.</p>	<p>Full implementation means that the LEA has developed and uniformly applies clear criteria for monitoring and measuring the performance of principals, including their implementation and monitoring of activities documented in the SPSA. These criteria are articulated in LEA policies and clearly communicated to all principals in the LEA. Performance is monitored regularly.</p>		
	Full	Partial (in progress)	Minimal
	E.3 3	2	1
<p>Full implementation means that the LEA has developed and uniformly applies clear criteria for monitoring and measuring the performance of principals, including their implementation and monitoring of activities documented in the SPSA. These criteria are articulated in LEA policies and clearly communicated to all principals in the LEA. Performance is monitored regularly.</p> <ul style="list-style-type: none"> Criteria include: <ul style="list-style-type: none"> Implementation of district adopted, standards-based curriculum in all classrooms, as detailed in the district instructional/assessment pacing guide. Implementation of the district assessment system so that all students are appropriately placed in core and intensive and strategic intervention programs in reading/language arts and mathematics and in ELD. Academic achievement of all students in the school, including ELs, SWDs, and high priority students. LEA ensures that administrators regularly conduct classroom walkthroughs and informal observations to monitor alignment of curriculum, instruction and assessments. LEA administrators regularly examine student achievement data (both aggregated and disaggregated) from formative and summative assessments to determine growth trends and areas of need. 			
<p>Documentation</p> <p>Principals are monitored through a District developed evaluation process. Site visits are performed by District administration on a consistent basis with feedback being provided to the site principal post visit. Principals developed yearly goals, giving up-dates as to the progress of these goals mid-year. Principals are evaluated on specify criteria including Student Achievement, Resource Management, Communication and Collaboration with Stakeholders, Evaluation of Personnel and Programs, and Creating a Safe and Effective Learning Environment.</p>			

District Assistance Survey (DAS)

E.4	After consulting with the teachers' association, the LEA develops and implements a plan to attract and retain No Child Left Behind (NCLB) Act of 2001-highly-qualified and appropriately credentialed teachers and to equitably distribute them in underperforming schools within the LEA. This plan includes incentives to recruit highly qualified teachers to underperforming schools within the LEA.	Full implementation means that highly qualified teachers are equitably distributed across the LEA in accordance with Title II requirements.	<ul style="list-style-type: none">In consultation with the teachers' association, the LEA has developed a plan to employ and certify all teachers as highly-qualified under NCLB and recruit highly-qualified teachers from high-achieving schools to teach in underperforming schools within the LEA. The plan includes monetary and non-monetary incentives to recruit highly qualified teachers to underperforming schools.The LEA has established a staffing goal to achieve equitable distribution of fully prepared, experienced teachers in all schools.To the extent possible and in consultation with the teachers association, the LEA assigns the most effective teachers to those students with the highest academic needs.The LEA monitors teacher transfers to ensure that underperforming schools retain highly qualified teachers and maintain a balance of experienced and new teachers.The LEA recruits and hires teachers as early in the spring as possible.							
		<table><tr><th>Full</th><th>Partial (in progress)</th><th>Minimal</th></tr><tr><td>E.4</td><td>3</td><td>2</td><td>1</td></tr></table>	Full	Partial (in progress)	Minimal	E.4	3	2	1	<p>Documentation</p> <p>Recruitment of highly-qualified teachers from high achieving schools based upon additional monetary incentives does not take place. Placement of specific teachers based upon student needs is not a priority. Contractual mandates and constraints identify all teachers as being the same, except for seniority. The monitoring of teacher transfer maintaining a balance of experienced and new teachers is again hindered by the Contractual requirements. Budgetary constraints have severely limited the District's ability and need to recruit teachers.</p>
Full	Partial (in progress)	Minimal								
E.4	3	2	1							

District Assistance Survey (DAS)

E.5 The LEA provides competitive salaries, wages, and benefits to classroom personnel.	Full implementation means that teacher salaries, wages, and benefits are sufficiently competitive to attract and retain highly-qualified teachers. <ul style="list-style-type: none">LEA and site administrators conduct annual salary, wage and benefit surveys and analyze their relationship to teacher recruitment and retention data.In addition to offering competitive salaries, the LEA offers incentives to attract and retain teachers (i.e., professional development in leadership; opportunities to acquire advanced degrees in education; a supportive, collaborative environment).		
	Full	Partial (in progress)	Minimal
E.5	3	2	1
Documentation <p>The State's fiscal uncertainty has limited the ability for the LEA to adjust salaries based solely on the ability to continue to maintain traditional standards of salaries and benefits. Incentives to attract and retain teachers do not exist.</p>			

District Assistance Survey (DAS)

	Full	Partial (in progress)	Minimal
	E.6 3	2	1
<p>E.6 The LEA provides an ongoing support system for teachers, especially those new to the profession and/or placed in underperforming schools, so that they can effectively implement the SBE-adopted, standards-based curriculum; deliver effective instruction; and monitor and support the achievement of all students.</p>			
<p>Full implementation means that all teachers receive ongoing support in implementing the standards-based curriculum adopted by the LEA. Priority is given to new teachers and those assigned to underperforming schools.</p> <ul style="list-style-type: none"> • The LEA provides an approved induction program for new teachers. • The LEA regularly monitors student achievement data in all classes and provides support structures and resources where appropriate, especially to new teachers. • To the extent possible, the LEA provides teachers with release time from classes to attend staff development. • The LEA provides coaching and lesson support in the adopted curriculum. Priority is given to teachers new to the profession or to their current subject area or grade level assignment, as well as to teachers working with ELs and SWDs and to those in underperforming schools. • LEA and site administrators monitor classrooms to ensure that professional development activities lead to improved instructional practice. 			
<p>Documentation</p> <p>The District continues to provide new teacher assistance through BTSA. Staff Development continues to provide support in curriculum instructional delivery in the core and intervention areas. Coaching is provided by Staff Development in the areas of ELA, math, Special Education, ELL instruction, and District adopted intervention curriculum.</p>			

District Assistance Survey (DAS)

E.7 The LEA links evaluations of all certificated staff to implementation of standards-based curriculum, instruction, and assessments.	<p>Full implementation means that all teacher evaluations are based upon criteria related to the implementation of the district's standards-based curriculum and to the alignment of instruction to the district's assessments. These expectations are articulated in LEA policies and clearly communicated to all teachers and principals in the LEA.</p> <ul style="list-style-type: none">• LEA and site administrators regularly conduct teacher evaluations which may include the following activities:<ul style="list-style-type: none">– Regular classroom walkthroughs and informal observations to monitor the implementation of the grade-level, standards-based, adopted curriculum, including adherence to instructional minutes and pacing guides, and the delivery of effective instructional practices.– Monitoring of the timely administration of student curriculum-based assessments.		
	Full	Partial (in progress)	Minimal
E.7	3	2	1
<p>Documentation</p> <p>Teacher evaluations are based upon standards-based curriculum implementation and delivery. The alignment of instruction is based upon the District assessment expectations. The practice District-wide has included only monitoring the administration of curriculum-based assessment and participation in staff development. This impacts the District's ability to provide continuous support and feedback in the educational setting, without this interacting being viewed as evaluatory in nature by unit members.</p>			

District Assistance Survey (DAS)

F. Data Systems and Monitoring	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation											
<p>F.1 The LEA has a system of regular data collection and analyzes data from multiple sources, tracked over time, to determine the effectiveness of the district's academic program and the implementation of the instructional materials. Data are both summative and formative, aggregated at the district level, and disaggregated by student subgroups.</p>	<p>Full implementation means that the LEA has adopted a user-friendly and easily accessible data management system that tracks data over time. The system is implemented to regularly assess and monitor over time student achievement on formative, curriculum-embedded and benchmark assessments at all grade levels and in all schools in the LEA.</p> <ul style="list-style-type: none"> The adopted system provides data necessary to follow trends as well as growth of individual students or cohorts of students over time. The data are examined by grade, subject, course, and subgroup and tracked over time to determine student achievement in the LEA's adopted core and intervention programs across all classrooms and in all schools throughout the LEA. The data are used to target fiscal and human resources to specific areas of need, such as additional teaching sections in the master schedule, professional development at a grade level, and collaboration time for teachers to analyze student data to improve instruction. Data include student achievement results from state standardized tests and district approved entry-level placement and/or diagnostic assessments; progress monitoring, including frequent formative curriculum-embedded assessments; and standards-based summative assessments, including common benchmark assessments. 	<table border="1"> <tr> <td></td> <td>Full</td> <td>Partial (in progress)</td> <td>Minimal</td> </tr> <tr> <td>F.1</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>		Full	Partial (in progress)	Minimal	F.1	3	2	1	<p>Documentation</p> <p>The District has adopted a data management system. Teachers have been trained on its utilization. The majority of sites require the usage of this system in the PLC process to drive instructional techniques. The District-wide uniform usage of this system remains a challenge. Steps have been taken to clarify the District expectation for benchmark assessment procedures so that the data can be utilized by all sites. Continued District support is available through the Assessment and Accountability Division. Fiscal and human resources are not specifically allocated based upon the analysis of data.</p>		
	Full	Partial (in progress)	Minimal										
F.1	3	2	1										

District Assistance Survey (DAS)

F.2 The LEA provides the necessary technology and expertise to ensure data collection and analysis and maintains assessment data and student information in readily accessible forms.	Full implementation means that the LEA maintains student data, including assessment data, in readily accessible forms and provides all schools with the technology, expertise, and support to access the data.			
	<ul style="list-style-type: none">• The LEA employs and designates staff to support the data management system at the district and all school sites.• The schools have the technology and software to ensure that teachers and administrators can retrieve and create reports which integrate and/or disaggregate such data as demographic data and student achievement data on formative, curriculum/embedded assessments, and state standardized exams.			
		Full	Partial (in progress)	Minimal
	F.2	3	2	1
Documentation The District maintains student data, including assessment data, in accessible forms and provides support and training for its full usage by all school sites.				

District Assistance Survey (DAS)

F.3 The LEA has procedures and processes to monitor the accuracy of the data and support teachers and administrators in accessing timely school- and classroom-level data based on common formative and summative curriculum-embedded and standards-aligned assessments. The data are used for student intervention, placement/exit, instructional decision-making, progress monitoring, teacher collaboration, targeted professional development, and monitoring of instruction by site and district leaders.	Full implementation means that the LEA has established and fully implements procedures to ensure accurate and timely scoring, storage, and retrieval of student assessment data.			
	Full	Partial (in progress)	Minimal	
	F.3	3	2	1
<p>Documentation</p> <p>The challenge continues to be that teachers need to learn how to utilize student data to drive their instructional delivery techniques. This needs to become the uniform expectation of the District, with buy-in from the teachers' association, to assist with credible student learning and achievement data analysis.</p>				
<ul style="list-style-type: none"> • The LEA has assigned and trained staff to maintain and update the data system. • The LEA has taken steps such as data audits and centralized validation programs to ensure that the data captured by the system are accurate. • The analytical procedures used by the LEA are statistically valid and appropriate. • The LEA provides all site administrators, teachers, and counselors with professional development and ongoing support on the data management system and on the accurate entry and retrieval of data in the system. • The LEA evaluates the technology proficiency of school staff on an ongoing basis and provides targeted training to non-proficient staff. 				

District Assistance Survey (DAS)

G. Professional Development	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation			
<p>G.1 The LEA provides district administrators with leadership training, ongoing professional development, and support in aligning curriculum, instruction, and assessment to state standards; providing an efficient data system to monitor student achievement; aligning human and fiscal resources to district goals; building effective parent and community involvement programs; and providing targeted professional development for teachers and site administrators.</p>	<p>Full implementation means that the superintendent, cabinet members, and other district leaders receive both collective and individualized professional development in the seven areas of district work (DAIT Standards), identified in the California <i>Education Code</i> Section 52059(e), so that each person understands his or her role in the systemic improvement process as well as the interconnection of these roles in building a coherent system.</p> <ul style="list-style-type: none"> • The district cabinet and leadership work together as a "learning organization," investing in ongoing and system-wide professional development and support for all district administrators in all seven areas of district work. • The district cabinet and leadership assess the knowledge and expertise of each person on an ongoing basis and provide job-alike mentoring when appropriate. 		Full	Partial (in progress)	Minimal
		G.1	3	2	1
		<p>Documentation Implementation of continued staff development by District level administration is on-going. Full implementation has not been completed.</p>			

District Assistance Survey (DAS)

G.2 The LEA provides resources to deliver coherent professional development that is based on standards-based content knowledge and the instructional materials adopted by the LEA; reflects research-based strategies for improved student achievement; and includes effective leadership training for site administrators and teachers to implement systemic reform.	Full implementation means that the LEA allocates funding to provide all site staff, including site administrators and teachers, especially mathematics, reading/language arts, and ELD teachers, with professional development related to standards-based content, district-adopted instructional materials, research-based strategies for improved student achievement. In addition, the LEA provides both site administrators and teachers with opportunities for leadership training.		
		</	

District Assistance Survey (DAS)

G.3 The LEA ensures that all school principals and vice principals complete materials-based professional development, as well as targeted, follow-up support, in the most recent SBE adoptions in reading/language arts and mathematics, which includes strategies for English learners, students with disabilities and other high priority students.	Full implementation means that all site administrators in the LEA have completed materials-based professional development in the LEA-adopted reading/language arts and mathematics instructional materials and receive structured and targeted follow-up support.		
	Full	Partial (in progress)	Minimal
<ul style="list-style-type: none"> The LEA trains site administrators in the LEA-adopted curriculum before or at the same time that it trains teachers in order to ensure that site administrators understand what their teachers are learning. The LEA monitors principal attendance and completion of materials-based professional development. The LEA meets with all principals and vice principals that have not completed materials-based professional development to collaboratively schedule specific dates for completion. 	G.3	3	2
	Documentation The LEA continues to train site administrators in materials-based professional development for ELA and math instructional materials. The amount of time spent does not equate to the AB 430 model requirement. Lack of available funding has limited the full implementation of the AB 430 model. This continues to be a priority with funding sources uncertain.		

District Assistance Survey (DAS)

<p>G.4 The LEA ensures that all teachers complete materials - based professional development in reading/language arts, mathematics, English Language Development, and interventions.</p>	<p>Full implementation means that all appropriate teachers in the LEA are provided with and complete materials-based professional development in the SBE-adopted reading/language arts, mathematics, and ELD instructional materials adopted by the LEA. Training includes strategies for use with English learners.</p> <ul style="list-style-type: none"> • LEA and site administrators monitor teacher attendance and completion of materials-based professional development. 			<p>Documentation All teachers receive materials-based professional development in the SBE-new adoptions of instructional materials, such as Algebra Readiness and Algebra Concepts. Newly hired teachers to the District are provided with assistance in the usage of previously adopted ELA, math, and ELD instructional materials as needed on an individual basis.</p>
	Full	Partial (in progress)	Minimal	
	G.4	3	2	

District Assistance Survey (DAS)

<p>Documentation The District provides this support through the District Staff Development Center. This is an on-going program.</p>	Full	Partial (in progress)	Minimal
	G.5 3	2	1
<p>G.5 The LEA provides teachers with ongoing and targeted support focused on district-identified research-based instructional practices to improve student learning. Such support includes content experts, professional development and coaching that is differentiated by content, grade/course level, and individual teacher need.</p>	<p>The LEA provides all teachers in the LEA with ongoing support, differentiated by grade/course level, subject, and teacher need. Support includes targeted professional development in district-identified teaching strategies and ongoing classroom support from content experts and coaches in implementing these strategies.</p> <ul style="list-style-type: none"> • All professional development activities are structured around specific learning targets and aligned with the state standards and adopted instructional materials. • The LEA provides accessible and structured follow-up support for materials implementation and identified district priority instructional strategies. Such support may include: <ul style="list-style-type: none"> – Assignment of instructional specialists and coaches to classroom teachers to model lessons and effective instructional strategies – Principal walkthroughs to review implementation of strategies and practices introduced in teacher training • The LEA prioritizes the professional development needs of schools, grade levels/courses and/or individual educators in order to fully implement the curriculum and instructional priorities of the district to increase the achievement of all students. 		

District Assistance Survey (DAS)

G.6 The LEA provides professional development to site staff on effectively analyzing data from common standards-based assessments to inform instructional decisions and increase student achievement. The LEA monitors professional development activities to ensure effective implementation.	Full implementation means that the LEA provides all site administrators and teachers with professional development and ongoing support on the use and analysis of student achievement. The LEA monitors professional development activities to ensure that they are being implemented effectively.		

District Assistance Survey (DAS)

G.7	The LEA ensures that teachers are provided with frequent and structured opportunities to meet and collaboratively focus on the use of curriculum-embedded assessment data, data analysis, instructional planning, and lesson delivery in order to adjust and strengthen instructional practices and address the needs of all students. All teachers of high priority students are included in this collaboration. The LEA monitors teacher collaboration meetings to ensure effective implementation.			Full implementation means that structured collaborative time is assigned and documented in the calendars of all schools for teachers to meet regularly by grade, course and/or content area to examine student assessment data and plan lessons and activities to improve student achievement.
	<ul style="list-style-type: none">• The LEA supports site administrators in setting aside adequate time, on at least a monthly basis, for collaborative data-based discussions.• LEA administrators collaborate with site administrators and teachers to develop a timetable for monthly grade-level or course/department-level meetings in which teachers collaboratively discuss and analyze student achievement data, plan lessons, share materials, and instructional strategies.• Teachers come together as a professional community and are encouraged to ask questions, seek help from one another, and use student achievement data to reflect on the effectiveness of their instructional practice.• LEA and site administrators visit/monitor teacher collaboration meetings on an ongoing basis in order to ensure that they follow local protocol and lead to constructive dialogue around student achievement data and on the implications of the data for classroom instruction.			
Documentation			The District schools are in various levels of implementing the PLC process during the site recognized restructuring time. The amount of time per month varies from site to site. Intent is to move district-wide to a schedule that will allow all sites to meet regularly in the PLC process, where student achievement is analyzed and discussed in reference to adjusting instructional practices in the classroom.	
G.7	3	2	1	

District Assistance Survey (DAS)

G.8 The LEA provides ongoing professional development and support to content experts and coaches and monitors their effectiveness in strengthening the instructional practices of teachers.	Full implementation means that all content experts and coaches deployed by the LEA are provided with rigorous and ongoing professional development in district-identified, research-based instructional practices to improve achievement among all students, including ELs, SWDs, and high priority students.										
	<ul style="list-style-type: none">Using the LEAP and SPSA goals, the LEA and site administrators establish instructional priorities and specific academic goals, across grades and content areas, for all content experts and coaches. These goals are communicated clearly to coaches and used to assess their impact and effectiveness.The LEA has developed reporting and monitoring mechanisms to ensure the effective delivery of these services:<ul style="list-style-type: none">Regular classroom visits and observations of coaches/content experts.Monitoring of implementation of daily coach/specialist schedules.										
	<table><tr><td></td><td>Full</td><td>Partial (in progress)</td><td>Minimal</td></tr><tr><td>G.8</td><td>3</td><td>2</td><td>1</td></tr></table> <p>Documentation Reductions in funding because of the State's fiscal uncertainties have reduced the ability of the District to provide this component as an on-going program for all instructional staff members. Coaching in the areas of EA and math are available and provided by the Staff Development Center to all school sites. Concerns with the usage of classroom visits by Staff Development personnel have become an issue with regards to the certificated contract allowances.</p>					Full	Partial (in progress)	Minimal	G.8	3	2
	Full	Partial (in progress)	Minimal								
G.8	3	2	1								

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
1. Instructional Program	1.1 The school/district provides the current* district-adopted, standards-aligned English/Language Arts (ELA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ELA courses.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials in grades nine and ten ELA courses. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> Full implementation in state-monitored schools means that the district has adopted and is using the articulated high school instructional materials and publishers' texts selected from the current grade seven and eight SBE-adopted list. At all levels, teachers are using the locally adopted core program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic students. The articulated high school materials have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program that include extra support for struggling readers. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students including ELs and students with reading difficulties, SWDs, and advanced learners. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in the core classroom. 	<table border="1"> <thead> <tr> <th>Objective</th><th>Fully 4 100%</th><th>Substantially 3 At least 75%</th><th>Partially 2 At least 50%</th><th>Minimally 1 Less than 50%</th></tr> </thead> <tbody> <tr> <td>1.1</td><td align="center">4</td><td align="center">3</td><td align="center">2</td><td align="center">1</td></tr> </tbody> </table> <p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: ___X___ All Students. ___X___ ELs. ___X___ SWDs.</p> <p>Appropriate Use Identify all that apply: ___X___ Core materials are used daily as designed. ___X___ Ancillary materials are used daily as Designed.</p>	Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%	1.1	4	3	2	1
Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%									
1.1	4	3	2	1									
Documentation		Additional Comments											
ELA													
District Purchase Date:	7/18/05												
School Distribution Date:	7/05												
Classroom Distribution Date:	8/05												

**California Department of Education
Academic Program Survey—High School Level**

Attach publisher purchase order (PO) documentation for sets of classroom core materials.

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
1. Instructional Program	1.2 The school/district provides the current district-adopted English-language Development (ELD) instructional materials for identified ELs. These materials are implemented as designed and documented to be in daily use with materials for every identified EL.	<p>Full implementation means that ELs are provided the current district-adopted ELD instructional program materials. These materials are implemented daily as designed to support the assessed English proficiency needs of students.</p> <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills. Students performing at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but should be in an ELA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition to grade-level content. ELD materials from articulated high school versions of SBE adopted RLA/ELD programs, SBE adopted intensive reading interventions designated for English Learners, and the SBE-approved Supplemental Materials List for English Learners (AB 1802 materials) are sources for ELD instructional program materials for English Learners. 	<p align="center">Key Components</p> <p><u>Appropriate Instructional Program Materials</u> All EL students are appropriately <u> X </u> assessed, <u> </u> <u> </u> placed, and <u> </u> <u> </u> provided appropriate SBE-adopted instructional program materials.</p> <p>Identify ELD Instructional Program/Materials Used: Interactive Readers, McDougall-Littell READ 180</p> <p><u>Appropriate Use</u> <u> </u> <u> </u> <u> </u> Materials/ ELD components are used daily as designed.</p>				
	Documentation		Additional Comments				
	ELA						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

March Mountain serves students with CELDT levels 3-5. ELD curriculum is not utilized.

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																													
			Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%																									
1. Instructional Program	1.3 The school/district provides the current* SBE-adopted ELA intensive intervention programs and materials or the articulated high school version of those intervention program materials for appropriately identified intensive students achieving below grade six standards. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.	<p>Full implementation means that all identified intensive intervention students (students achieving below grade six standards), including ELs and SWDs, are provided with either the 2008 SBE-adopted grade four through eight ELA intensive intervention programs (Programs four and five) or the articulated high school version of these 2008 intensive intervention programs or the 2002/2005 SBE-adopted intensive intervention program materials). These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> District/site placement criteria determine student placement in intensive intervention, which replaces the core English grade nine or ten instructional program. The articulated high school intensive intervention materials address the needs of below grade six grade readers (intensive learners) and therefore address ELA standards below the grade six. Intensive programs are multi-period, stand-alone, intensive programs that are designed to accelerate students' successful reentry into the grade-level core program within two years or less. Students who reenter the grade-level program may need an additional class of strategic support. 	<p align="center">Key Components</p> <p><u>Appropriate Instructional Program Materials</u> All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate SBE-adopted or articulated versions of instructional program materials.</p> <p>Name(s) of Intensive Intervention Program Used:</p> <table border="1"> <thead> <tr> <th colspan="2">Number of Intensive Intervention Students</th> </tr> <tr> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>N/A</td> </tr> <tr> <td>All Intensive ELs</td> <td>N/A</td> </tr> <tr> <td>All Intensive SWDs</td> <td>N/A</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Number/% Provided SBE or articulated version Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td>N/A</td> <td>40</td> </tr> <tr> <td>ELs</td> <td>N/A</td> <td>11</td> </tr> <tr> <td>SWDs</td> <td>N/A</td> <td>0</td> </tr> </tbody> </table> <p>Appropriate Use _____ Materials are used daily as designed.</p>					Number of Intensive Intervention Students		Grade 9	Grade 10	All Intensive learners	N/A	All Intensive ELs	N/A	All Intensive SWDs	N/A	Number/% Provided SBE or articulated version Intensive Intervention				Grade 9	Grade 10	Total Students	N/A	40	ELs	N/A	11	SWDs	N/A	0
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Total Students	N/A	40																														
ELs	N/A	11																														
SWDs	N/A	0																														
Documentation			Additional Comments																													
District Purchase Date:	5/4/06	Due to the continuation school schedule the intervention program is not double blocked as recommended in the READ 180 program. Adjustments are made to program delivery in order to cover material.																														
School Distribution Date:	6/06																															
Classroom Distribution Date:	8/06																															
Attach publisher PO documentation for sets of classroom core materials.																																

**California Department of Education
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.					
			Objective	Fully	Substantially	Partially	Minimally	
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted, standards-based Algebra I textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled Algebra I.	<p>Full implementation means that all students, including ELs, SWDs, and students with learning difficulties, enrolled in Algebra I have the SBE-adopted Algebra I textbooks and instructional program materials. These materials are implemented daily as designed (with consideration for blocked periods and semester courses) to support the instructional needs of all students.</p> <ul style="list-style-type: none"> Teachers use the adopted core Algebra I program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. SWDs may be appropriately placed in Algebra I but may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core Algebra I classroom. 	<table border="1"> <tr> <td data-bbox="1177 1375 1250 1522">1.4</td> <td data-bbox="1177 1522 1250 1627">4 100%</td> <td data-bbox="1177 1627 1250 1732">3 At least 75%</td> <td data-bbox="1177 1732 1250 1837">2 At least 50%</td> <td data-bbox="1177 1837 1250 2045">1 Less than 50%</td> </tr> </table> <p>Key Components</p> <p><u>Appropriate Instructional Program Materials</u> All students are ___ assessed, ___ X placed, and ___ X provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: 281 ___ All Students. 71 ___ ELs. 9 ___ SWDs.</p> <p><u>Appropriate Use</u> Identify all that apply: ___ X Core materials are used daily as designed. ___ Ancillary materials are used daily as designed.</p>	1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%				
Documentation			Additional Comments					
District Purchase Date:	7/18/03	Students are placed in Algebra I are placed in the class after a credit assessment. Summer assessment of students using curriculum provided assessment was discontinued due to funding several years ago. Due to condensed pacing guides, most ancillary materials are not utilized.						
School Distribution Date:	7/03							
Classroom Distribution Date:	8/03							
Attach publisher PO documentation for sets of classroom core materials.								

**California Department of Education
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																				
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use with materials for students identified for intensive intervention in grades nine and ten who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.	Full implementation means that all students in grades nine or ten, including ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2007 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. <ul style="list-style-type: none"> The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	<table border="1"> <thead> <tr> <th>Objective</th><th>Fully 4 100%</th><th>Substantially 3 At least 75%</th><th>Partially 2 At least 50%</th><th>Minimally 1 Less than 50%</th></tr> </thead> <tbody> <tr> <td>1.5</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p align="center">Key Components</p> <p><u>Appropriate Instructional Program Materials</u> All students are _____ assessed, _____ placed, and _____ provided appropriate SBE-adopted instructional program materials.</p> <table border="1"> <thead> <tr> <th colspan="2">Number of Intensive Intervention Students</th></tr> <tr> <th>Grade 9</th><th>Grade 10</th></tr> </thead> <tbody> <tr> <td>All Intensive learners</td><td>N/A</td><td>0</td></tr> <tr> <td>All Intensive ELs</td><td>N/A</td><td>0</td></tr> <tr> <td>All Intensive SWDs</td><td>N/A</td><td>0</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Number Provided SBE-Algebra Readiness</th></tr> <tr> <th>Grade 9</th><th>Grade 10</th></tr> </thead> <tbody> <tr> <td>Total Students</td><td>N/A</td><td>0</td></tr> <tr> <td>ELs</td><td>N/A</td><td>0</td></tr> <tr> <td>SWDs</td><td>N/A</td><td>0</td></tr> </tbody> </table> <p><u>Appropriate Use</u> Materials are used daily as designed.</p>	Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%	1.5					Number of Intensive Intervention Students		Grade 9	Grade 10	All Intensive learners	N/A	0	All Intensive ELs	N/A	0	All Intensive SWDs	N/A	0	Number Provided SBE-Algebra Readiness		Grade 9	Grade 10	Total Students	N/A	0	ELs	N/A	0	SWDs	N/A	0
Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%																																			
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Documentation		Additional Comments																																					
	Mathematics																																						
District Purchase Date:																																							
School Distribution Date:																																							
Classroom Distribution Date:		Algebra Readiness is not utilized at March Mountain. Strategic support is not offered at the continuation school. Students in need of strategic support remain at their home schools.																																					
Attach publisher PO documentation for sets of classroom core materials.																																							

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.									
2. Instructional Time	2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current district-adopted core ELA instructional program. This time is given priority and protected from interruptions.	Full implementation means that the school's master schedule allocates for all ELA classrooms the appropriate daily instructional time in the current district-adopted, core, standards-based ELA grade nine and ten instructional program. This instructional time allocation provides all students, including ELs, SWDs, and students with learning difficulties, with sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Examination (CAHSEE).	Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%					
	• Grades nine and ten: One period.	• This time is given priority and protected from interruptions.	Key Components <u>Appropriate Allocation of Daily Instructional Time</u> ___X___ Time is given priority and protected from interruptions. Identify the number (#) of instructional minutes (length of periods) offered at each grade level:									
Documentation		Additional Comments										
	ELA											
Master Schedule:	X											
Description of Course Content:	X											
Description of Intervention Programs:	X											

Number of Instructional Minutes at each grade level		
	Grade 9	Grade 10
All Students	N/A	60
ELs	N/A	60
SWDs	N/A	60

**California Department of Education
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																		
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ELA using the current district-adopted core ELA instructional program and ancillary materials. <ul style="list-style-type: none"> Grade nine and ten: One additional strategic support period at each grade-level linked to a grade-level core English nine or English ten course. 	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified in need of strategic support are defined as students who demonstrate proficiency at or above the grade six ELA standards but fail to master grade nine or ten standards and/or pass the English-language arts (ELA) portion of the CAHSEE. Strategic learners are assessed and need additional instructional time beyond the core to learn grade-level standards. <ul style="list-style-type: none"> For high-priority strategic students, the strategic support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level English nine and ten courses. Some strategic students may have occasional trouble within the day-to-day ELA instruction. These students may not need additional strategic support time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms. 	<table border="1"> <thead> <tr> <th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr> </thead> <tbody> <tr> <td>2.2</td><td align="center">4 100%</td><td align="center">3 At least 75%</td><td align="center">2 At least 50%</td><td align="center">1 Less than 50%</td></tr> </tbody> </table> <p align="center">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of High Priority (HP) students served and length of HP strategic periods offered at each grade level:</p> <table border="1"> <thead> <tr> <th>Number of Students at each grade level</th><th>Grade 9</th><th>Grade 10</th></tr> </thead> <tbody> <tr> <td>All Strategic</td><td align="center">N/A</td><td align="center">0</td></tr> <tr> <td>All HP Strategic</td><td align="center">N/A</td><td align="center">0</td></tr> <tr> <td># of HP Strategic provided 1 additional period</td><td align="center">N/A</td><td align="center">0</td></tr> </tbody> </table> <p>Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</p> <table border="1"> <thead> <tr> <th></th><th>Grade 9</th><th>Grade 10</th></tr> </thead> <tbody> <tr> <td>Additional time provided all HP Strategic students</td><td align="center">N/A</td><td align="center">0</td></tr> <tr> <td>Additional time provided all HP Strategic ELs</td><td align="center">N/A</td><td align="center">0</td></tr> <tr> <td>Additional time provided all HP Strategic SWDs</td><td align="center">N/A</td><td align="center">0</td></tr> </tbody> </table>	Objective	Fully	Substantially	Partially	Minimally	2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	Number of Students at each grade level	Grade 9	Grade 10	All Strategic	N/A	0	All HP Strategic	N/A	0	# of HP Strategic provided 1 additional period	N/A	0		Grade 9	Grade 10	Additional time provided all HP Strategic students	N/A	0	Additional time provided all HP Strategic ELs	N/A	0	Additional time provided all HP Strategic SWDs	N/A	0
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		<ul style="list-style-type: none"> The district-adopted core materials and the core ancillary 																																			

California Department of Education
Academic Program Survey—High School Level

		<p>materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</p>	<p>Describe assessment and placement criteria for high priority strategic students.</p> <p>Describe differentiated support for students not needing an additional strategic period:</p>
Documentation		Additional Comments	
	ELA		
Master Schedule:		Strategic support is not offered at March Mountain High School. Students in need of strategic support remain at their home schools.	
Description of Course Content:			
Description of Intervention Programs:			

**California Department of Education
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																						
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for ELD instruction for identified ELs, using the current district adopted ELD materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades nine and ten: One designated ELD course per appropriate language proficiency level(s) at each grade level. 	<p>Full implementation means that the school's master schedule allocates appropriate instructional time for courses that are designated for ELD instruction and differentiated for English language-proficiency levels.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition of grade-level content. Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills through articulated SBE-adopted or district approved ELD materials. Students at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but are to be placed in an ELA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. <p>Examples of designated ELD courses include:</p> <ul style="list-style-type: none"> A separate period of ELD. ELD during SBE-adopted intensive intervention Program five or the articulated high school version of the grade four through eight ELA intensive intervention program. An ELD strategic support class. College Preparation English with in-class ELD support. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully 4 100%</th> <th>Substantially 3 At least 75%</th> <th>Partially 2 At least 50%</th> <th>Minimally 1 Less than 50%</th> </tr> </thead> <tbody> <tr> <td>2.3</td> <td align="center">4</td> <td align="center">3</td> <td align="center">2</td> <td align="center">1</td> </tr> </tbody> </table> <p align="center">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Identify all that apply: Time is given priority and protected from interruptions.</p> <p>_____ ELD instruction is additional time in schedule.</p> <p>Name of Designated ELD Course(s) by level:</p> <p>Identify Number (#) of EL students by CELDT level and # of instructional minutes (length of period) offered at each CELDT level.</p> <table border="1"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1-2</th> <th>Level 3</th> <th>Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">0</td> <td align="center">0</td> <td align="center">0</td> </tr> </tbody> </table>	Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%	2.3	4	3	2	1	Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students				# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	0	0	0
Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%																					
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Proficiency Levels	Levels 1-2	Level 3	Level 4-5																						
# of Students																									
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	0	0	0																						
	Documentation		Additional Comments																						
Master Schedule:	X		March Mountain does not provide ELD curriculum or extra instructional time. Due to being an alternative education program, students receive individual assistance from an instructional assistant when necessary. All instructors are EL authorized.																						
Description of Course Content:																									
Description of Intervention Programs:	X																								

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components <small>Review and identify which key components apply. Circle the most appropriate rating.</small>																						
2. Instructional Time	2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted ELA intensive intervention programs and materials or the articulated high school version of those intervention program materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Two-hours (or two to three periods). 	<p>Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The SBE-adopted ELA intensive intervention reading programs materials (2008 SBE-adopted Programs four or five (or articulated high school versions) or the 2002/2005 SBE-adoption materials are utilized on a daily basis to support the needs of all intensive reading intervention students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students in need of intensive intervention are defined as students demonstrating proficiency in ELA below grade six standards. The master schedule allocates appropriate instructional time for implementation of the intensive intervention programs as stated in the Framework and designed by publishers (two to three periods within the master schedule). The intensive intervention programs in ELA are multi-period, stand-alone programs that replace the grade-level core program and provide differentiated support to accelerate students' subsequent successful reentry into the grade-level core program with the addition of a strategic support period. English Learners in intensive reading intervention programs designated for English Learners will also receive embedded ELD instruction as per program design. 2008 Intensive Reading Interventions for ELs (Program 5 or the articulated high school version), or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended 30-60 minutes of ELD daily instruction. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Objective</th><th>Fully <small>4</small> 100%</th><th>Substantially <small>3</small> At least 75%</th><th>Partially <small>2</small> At least 50%</th><th>Minimally <small>1</small> Less than 50%</th></tr> </thead> <tbody> <tr> <td>2.4</td><td style="text-align: center;">4</td><td style="text-align: center;">3</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td></tr> </tbody> </table> <p style="text-align: center;">Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> <u> X </u> Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) of blocked periods:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th># of Instructional Minutes at each grade level</th><th>Grade 9</th><th>Grade 10</th></tr> </thead> <tbody> <tr> <td>All intensive learners</td><td style="text-align: center;">N/A</td><td style="text-align: center;">40</td></tr> <tr> <td>Intensive ELs</td><td style="text-align: center;">N/A</td><td style="text-align: center;">11</td></tr> <tr> <td>Intensive SWDs</td><td style="text-align: center;">N/A</td><td style="text-align: center;">0</td></tr> </tbody> </table>	Objective	Fully <small>4</small> 100%	Substantially <small>3</small> At least 75%	Partially <small>2</small> At least 50%	Minimally <small>1</small> Less than 50%	2.4	4	3	2	1	# of Instructional Minutes at each grade level	Grade 9	Grade 10	All intensive learners	N/A	40	Intensive ELs	N/A	11	Intensive SWDs	N/A	0
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California Department of Education
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																		
2. Instructional Time	2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based Algebra I program. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> One period – Algebra I. 	Full implementation means that the school's master schedule allocates for all Algebra I classrooms the appropriate daily instructional time in the SBE-adopted basic Algebra I core materials for all students, including ELs, SWDs, students with learning difficulties, and advanced learners, in order to provide sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	<table border="1"> <thead> <tr> <th>Objective</th><th>Fully 4 100%</th><th>Substantially 3 At least 75%</th><th>Partially 2 At least 50%</th><th>Minimally 1 Less than 50%</th></tr> </thead> <tbody> <tr> <td>2.5</td><td align="center"><input checked="" type="radio"/></td><td></td><td></td><td></td></tr> </tbody> </table> <p align="center">Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> ___X___ Time is given priority and protected from interruptions.</p> <p>Indicate Number (#) of Instructional Minutes offered for Algebra I for grades nine and ten:</p> <table border="1"> <thead> <tr> <th colspan="2"># of Instructional Minutes for Algebra I</th></tr> </thead> <tbody> <tr> <td>All Students</td><td align="center">60</td></tr> <tr> <td>ELs</td><td align="center">60</td></tr> <tr> <td>SWDs</td><td align="center">60</td></tr> </tbody> </table>	Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%	2.5	<input checked="" type="radio"/>				# of Instructional Minutes for Algebra I		All Students	60	ELs	60	SWDs	60
Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%																	
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# of Instructional Minutes for Algebra I																					
All Students	60																				
ELs	60																				
SWDs	60																				
Documentation		Additional Comments																			
Mathematics																					
Master Schedule:																					
Description of Course Content:																					
Description of Intervention Programs:																					

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.															
2. Instructional Time	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for identified Algebra I students needing strategic intervention using the current SBE-adopted, standards-based Algebra I core and ancillary materials <ul style="list-style-type: none"> One period – Additional strategic support linked to a grade-level Algebra I course. 	<p>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> Time is given priority and protected from interruptions. Students identified in need of strategic support are defined as students demonstrating proficiency at or above the seventh grade mathematics standards but unable to master Algebra I standards and/or pass the Algebra portion of the CAHSEE. Strategic learners are assessed and need additional instructional time: <ul style="list-style-type: none"> For high-priority strategic students, the strategic support is a strategic period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. Some strategic students may have occasional trouble within day-to-day Algebra I instruction. These students may not need additional strategic support time. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials in their Algebra I classrooms to support their students' achievement of standards and concepts in their core Algebra I classrooms. The SBE-adopted Algebra I strategic support materials and core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified 	<table border="1"> <thead> <tr> <th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr> </thead> <tbody> <tr> <td>2.6</td><td>4 100%</td><td>3 At least 75%</td><td>2 At least 50%</td><td>1 Less than 50%</td></tr> </tbody> </table> <p align="center">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served and amount of strategic instructional time offered for Algebra I.</p> <table border="1"> <thead> <tr> <th># of grade nine/ten strategic students</th></tr> </thead> <tbody> <tr> <td>All Strategic</td></tr> <tr> <td>All HP Strategic</td></tr> <tr> <td>All HP EL Strategic</td></tr> <tr> <td>All HP SWD Strategic</td></tr> </tbody> </table>	Objective	Fully	Substantially	Partially	Minimally	2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	# of grade nine/ten strategic students	All Strategic	All HP Strategic	All HP EL Strategic	All HP SWD Strategic
Objective	Fully	Substantially	Partially	Minimally														
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%														
# of grade nine/ten strategic students																		
All Strategic																		
All HP Strategic																		
All HP EL Strategic																		
All HP SWD Strategic																		

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		strategic students so they can participate in and progress through the daily lessons in the core program with their peers.		<table border="1"> <thead> <tr> <th align="center" colspan="2">Amount of Strategic Instructional Minutes (or length of period) for grade <u>nineteen</u> Algebra HP Strategic</th> </tr> <tr> <th></th> <th align="center">Algebra HP Inst'l Minutes</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to all HP strategic students</td> <td align="center">60</td> </tr> <tr> <td>Additional time provided to HP EI strategic students</td> <td align="center">60</td> </tr> <tr> <td>Additional time provided to all HP SWD strategic students</td> <td align="center">60</td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period:</p> <p>Students are enrolled in a class designed for strategic support to assist in mastering content in order to pass the CAHSEE.</p>		Amount of Strategic Instructional Minutes (or length of period) for grade <u>nineteen</u> Algebra HP Strategic			Algebra HP Inst'l Minutes	Additional time provided to all HP strategic students	60	Additional time provided to HP EI strategic students	60	Additional time provided to all HP SWD strategic students	60
Amount of Strategic Instructional Minutes (or length of period) for grade <u>nineteen</u> Algebra HP Strategic															
	Algebra HP Inst'l Minutes														
Additional time provided to all HP strategic students	60														
Additional time provided to HP EI strategic students	60														
Additional time provided to all HP SWD strategic students	60														
Documentation		Additional Comments													
	Mathematics														
Master Schedule:															
Description of Course Content:		This class, however, is taught separately from the Algebra I class.													
Description of Intervention Programs:															

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																		
2. Instructional Time	2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for 2007 SBE-adopted Algebra Readiness program mathematics for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to meet Algebra I standards. <ul style="list-style-type: none"> Grade nine: One period of Algebra Readiness daily for identified intervention students. 	Full implementation means that the school's master schedule allocates sufficient Algebra Readiness periods for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of these students. Materials are provided to all mathematics students identified as needing intervention students and the materials are documented to be in daily use. <ul style="list-style-type: none"> Time is given priority and protected from interruptions. Mathematics intensive intervention students are defined as those students who are achieving below grade seven mathematics standards. District/site placement criteria, including articulation with feeder schools/districts, determine student placement in Algebra Readiness, which replaces the core Algebra I course. Students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program following the district criteria. The Algebra Readiness program is a one-period, stand-alone program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. 	<table border="1"> <thead> <tr> <th>Objective</th><th>Fully 4 100%</th><th>Substantially 3 At least 75%</th><th>Partially 2 At least 50%</th><th>Minimally 1 Less than 50%</th></tr> </thead> <tbody> <tr> <td>2.7</td><td align="center">4</td><td align="center">3</td><td align="center">2</td><td align="center">1</td></tr> </tbody> </table> <p align="center">Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> Time is given priority and protected from interruptions.</p> <p>Indicate total number (#) of Minutes for Algebra Readiness period:</p> <table border="1"> <thead> <tr> <th># of Instructional Minutes</th><th>Algebra Readiness</th></tr> </thead> <tbody> <tr> <td>All Intensive Algebra Readiness Learners</td><td align="center">N/A</td></tr> <tr> <td>All Intensive Algebra Readiness ELs</td><td align="center">N/A</td></tr> <tr> <td>All Intensive Algebra Readiness SWDs</td><td align="center">N/A</td></tr> </tbody> </table>	Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%	2.7	4	3	2	1	# of Instructional Minutes	Algebra Readiness	All Intensive Algebra Readiness Learners	N/A	All Intensive Algebra Readiness ELs	N/A	All Intensive Algebra Readiness SWDs	N/A
Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%																	
2.7	4	3	2	1																	
# of Instructional Minutes	Algebra Readiness																				
All Intensive Algebra Readiness Learners	N/A																				
All Intensive Algebra Readiness ELs	N/A																				
All Intensive Algebra Readiness SWDs	N/A																				
Documentation		Additional Comments																			
Mathematics																					
Master Schedule:																					

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Description of Course Content:			
Description of Intervention Programs:			

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ELA grade nine and ten core and strategic support courses in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that annual district/ instructional/assessment pacing guides are in daily use in all grade nine and ten classrooms fully implement the current district-adopted ELA programs by grade level (and by tracks if on a year-round school). All students in the ELA grade nine and ten receive at least the minimum course of study as described by the publisher.</p> <p>Full implementation for state-monitored schools means that the school/district has adopted and is using the articulated high school instructional materials and texts published by publishers selected from the grade seven and eight current SBE-adopted ELA list.</p> <ul style="list-style-type: none"> Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ELA course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>3.1</td> <td align="center">4 100%</td> <td align="center">3 At least 75%</td> <td align="center">2 At least 50%</td> <td align="center">1 Less than 50%</td> </tr> </tbody> </table> <p align="center">Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u> _____ Distributed to each grade level. _____ Used daily at every grade level.</p> <p><u>Pacing Guide Use Monitored</u> _____ Principal monitors daily use.</p>	Objective	Fully	Substantially	Partially	Minimally	3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Objective	Fully	Substantially	Partially	Minimally									
3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
Documentation		Additional Comments											
ELA													
School/District Pacing Plan by Grade Level		Strategic support is not offered at March Mountain High School. Students in need of strategic support remain at their home schools.											
Attach Appropriate Documentation.													

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.														
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the SBE-adopted ELA intensive reading intervention program in order for all intervention teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that an annual district instructional/assessment pacing guide is in daily use in all ELA intensive intervention classrooms with the SBE-adopted or articulated high school version intensive reading intervention program.</p> <p>Full implementation in state-monitored schools means that the school/district has adopted the SBE-adopted grade four through eight ELA intensive intervention programs or the articulated high school version of those intervention program materials.</p> <ul style="list-style-type: none"> Use of the pacing guide ensures all students receive a common sequence of instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>3.2</td> <td align="center">4 100%</td> <td align="center">3 At least 75%</td> <td align="center">2 At least 50%</td> <td align="center">1 Less than 50%</td> </tr> </tbody> </table>	Objective	Fully	Substantially	Partially	Minimally	3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u> Distributed to each grade level. ___X___ Used daily at every grade level.</p> <p><u>Pacing Guide Use Monitored</u> ___ Principal monitors daily use.</p>			
Objective	Fully	Substantially	Partially	Minimally													
3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%													
Documentation		Additional Comments															
School/District Pacing Plan by Grade Level		<p align="center">ELA</p> <p align="center">X</p>															
Attach Appropriate Documentation.		<p>The READ 180 pacing guide is followed as best as possible without the double block of scheduling. In addition, with the addition of Systems 44, the instructor has been following direction to cover material more in depth than to follow the pacing guides directly through the workshops.</p>															

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.														
3. Lesson Pacing Guide	3.3 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the SBE-adopted Algebra I, Algebra Readiness and Algebra I strategic support course in order for all teachers to implement a common sequence of instruction and assessment.	<p>Full implementation means that annual district instructional/assessment pacing guide is in daily use for Algebra I, Algebra I strategic support, and Algebra Readiness (for districts adopting from the 2007 SBE-approved list) classrooms.</p> <ul style="list-style-type: none"> The core course pacing guide for Algebra I is the foundational pacing guide for the Algebra I strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Algebra I course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre-teaching; and 4) time to address specific skill needs of students. Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>3.3</td> <td align="center">4 100%</td> <td align="center">3 At least 75%</td> <td align="center">2 At least 50%</td> <td align="center">1 Less than 50%</td> </tr> </tbody> </table>	Objective	Fully	Substantially	Partially	Minimally	3.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u> 10th only Distributed to each grade level. 10th only Used daily at every grade level.</p> <p><u>Pacing Guide Use Monitored</u> X Principal monitors daily use.</p>			
Objective	Fully	Substantially	Partially	Minimally													
3.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%													
Documentation		Additional Comments															
Mathematics		<p>Only Algebra I is offered. In addition, due to the different scheduling, the pacing guides are adjusted for the schedule. There has been inconsistencies in the use of assessments that have recently been addressed.</p>															
School/District Pacing Plan by Grade Level																	
Attach Appropriate Documentation.																	

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
4. School Administrator Instructional Leadership Training	4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted ELA basic core and intervention program materials and SBE-adopted mathematics programs in use at the school through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the ELA and mathematics instructional materials and the Essential	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the SBE-adopted ELA core, intensive reading intervention program materials or the SBE-adopted Algebra I or Algebra Readiness mathematics program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: <ul style="list-style-type: none"> SBE-adopted ELA core or intensive reading intervention or the SBE-adopted mathematics Algebra I or Algebra Readiness materials used in the school; The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; 	Key Components				
			Training and Practicum Completed				
			Principal				
			Training in ELA.				
			Training in Mathematics.				
			Structured Practicum.*				
			Vice Principal				
			X Training in ELA.				
			X Training in Mathematics.				
			X Structured Practicum.*				

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Program Components (EPCs).		* Refer to suggested practicum activities (See 4.2)
<p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted ELA or intensive reading intervention program or mathematics program materials.</p>	<ul style="list-style-type: none">• Curriculum Framework language and the academic content standards addressed in the materials; and• The use of the instructional/assessment pacing guide. <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none">• Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness;• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.• Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved :<ul style="list-style-type: none">○ Module 1 - Leadership and Support of Student Instructional Programs 40 hours training/40 hours structured practicum;○ Module 2 - Leadership and Management for Instructional Improvement: 20 hours training/20 hours structured practicum○ Module 3 - Instructional Technology to Improve Pupil Performance: 20 hours training/20 hours structured practicum• Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.	

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Documentation			Additional Comments
	ELA	Mathematics	
District AB 430 Completion Records:	2008	2008	Principal began August, 2009. Training has not been available since date of hire due to budgetary concerns.
Contracted Authorized Provider:	2008	2008	
Date of Offerings:	2008	2008	
Attach appropriate documentation.			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
4. School Administrator Instructional Leadership Training	4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skilful implementation of instructional materials including use of ancillaries as per the district pacing guide. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead subject area/course level teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtII) including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and 	<p align="center">Key Components</p> <p><u>Principal's Professional Development</u> _____ Completed.</p> <p>Identify type of professional development/support and hours (Refer to suggested targeted professional development and support list):</p>				
			4.2				

**California Department of Education
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				<p>intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</p> <ul style="list-style-type: none"> • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	
Documentation				Additional Comments	
	ELA	Mathematics			
District AB430 Completion Records:					
Contracted Authorized Provider:					
Date of Offerings:					
Attach appropriate documentation.				Principal began August, 2009. Training has not been available since date of hire due to budgetary concerns. The District has sent teams to RCOE in PLC training.	

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
5. Credentialed Teachers Professional Development Opportunities	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly qualified teachers appropriately credentialed for their assignment(s).	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>5.1</td> <td align="center">⁴ 100%</td> <td align="center">³ At least 75%</td> <td align="center">² At least 50%</td> <td align="center">¹ Less than 50%</td> </tr> </tbody> </table> <p align="center">Key Components</p> <p align="center">___X___ Percentage of fully credentialed, highly-qualified teachers.</p>	Objective	Fully	Substantially	Partially	Minimally	5.1	⁴ 100%	³ At least 75%	² At least 50%	¹ Less than 50%
Objective	Fully	Substantially	Partially	Minimally									
5.1	⁴ 100%	³ At least 75%	² At least 50%	¹ Less than 50%									
Documentation		Additional Comments											
	ELA	Mathematics											
District SB 472 Completion Records:													
Contracted Authorized Provider:													
Date of Offerings:													

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
			Objective	Fully 4	Substantially 3	Partially 2	Minimally 1 Less than 50%												
5. Credentialed Teachers Professional Development Opportunities	5.2 The school/district provides teachers of ELA (in all programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted ELA and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.	<p>Full implementation means that all teachers of ELA and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted ELA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the standards-based SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. 	<p align="center">Key Components</p> <p><u>Training and Practicum Completed</u></p> <p>Indicate number of teachers at each grade level and number completing training and practicum:</p> <table border="1"> <thead> <tr> <th></th> <th>Teacher #</th> <th>40-hour Training</th> <th>80-hour Structured Practicum*</th> </tr> </thead> <tbody> <tr> <td>Grade 9</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Grade 10</td> <td>8</td> <td>4</td> <td>3</td> </tr> </tbody> </table>						Teacher #	40-hour Training	80-hour Structured Practicum*	Grade 9	N/A	N/A	N/A	Grade 10	8	4	3
	Teacher #	40-hour Training	80-hour Structured Practicum*																
Grade 9	N/A	N/A	N/A																
Grade 10	8	4	3																
<p>* Refer to suggested practicum activities.</p>																			

**California Department of Education
Academic Program Survey—High School Level**

professional development plan.		<ul style="list-style-type: none"> • Coaching participation: classroom coaching tied directly to the skilful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-embedded technology support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
District SB 472	ELA		
Completion Records:	X		
Contracted Authorized Provider:			
Date of Offerings:	2005, 2007, 2008		

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Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
5. Credentialed Teachers Professional Development Opportunities	5.3 The school/district provides teachers of mathematics (in all programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted Algebra I and Algebra Readiness mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the mathematics instructional materials and the EPCs.	Full implementation means that all teachers of Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program materials used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted mathematics materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: <ul style="list-style-type: none">• Data team protocol training to analyze and use data to inform classroom and school-wide practices.• Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the	Objective	Fully	Substantially	Partially	Minimally												
			5.3	4 100%	3 At least 75%	2 At least 50%	1 less than 50%												
			Key Components																
			Training and Practicum Completed																
Indicate number of teachers at each grade level and number completing training and practicum:																			
<table><tr><td></td><td>Teacher #</td><td>40-hour Training</td><td>80-hour Structured Practicum*</td></tr><tr><td>Algebra I</td><td>8</td><td>5</td><td>0</td></tr><tr><td>Algebra Readiness</td><td>N/A</td><td>N/A</td><td>N/A</td></tr></table>									Teacher #	40-hour Training	80-hour Structured Practicum*	Algebra I	8	5	0	Algebra Readiness	N/A	N/A	N/A
	Teacher #	40-hour Training	80-hour Structured Practicum*																
Algebra I	8	5	0																
Algebra Readiness	N/A	N/A	N/A																
<ul style="list-style-type: none">• Refer to suggested practicum activities.																			

**California Department of Education
Academic Program Survey—High School Level**

		<ul style="list-style-type: none"> • effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching participation: classroom coaching tied directly to the skilful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-embedded technology support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 		
Documentation		Additional Comments		
	Mathematics			
District SB472 Completion Records:	X			
Contracted Authorized Provider:				
Date of Offerings :	2005			

**California Department of Education
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
6. Ongoing Instructional Assistance and Support	6.1 The school/district provides instructional assistance and ongoing support to teachers of grade nine and ten ELA and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all grade nine and ten ELA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts, and specialists work primarily in the classroom and assist with the full and skilful implementation of the district's current adopted ELA instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of the coaching services on student achievement. 	<p align="center">Key Components</p> <p><u>Coaches/Content Experts/Specialists</u> <input checked="" type="checkbox"/> Type of instructional assistance. <input type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: Teachers attend trainings in curriculum and instructional delivery at the District level and specialists work with teachers in the classrooms.</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><u>Monitoring Coaching System</u> Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> <input checked="" type="checkbox"/> Completed SBE-adopted materials-based training (identify which program[s]). <input checked="" type="checkbox"/> Completed English learner Professional Development (ELPD).</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation		Additional Comments					

California Department of Education
Academic Program Survey—High School Level

	ELA	
School Plan for Assistance and Support to Teachers:		District support is provided through professional development specialists. Services are provided individually, group trainings and through classroom assistance. Three specialists are available in the area of ELA: Intensive, ELA and special education. An EL Specialist is in on site 50% of the time to work with staff.
Attach Appropriate Documentation.		

California Department of Education
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
6. Ongoing Instructional Assistance and Support	6.2 The school/district provides instructional assistance and ongoing support to teachers of Algebra I and Algebra Readiness. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides Algebra, Algebra Readiness, and Strategic Algebra teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The coaches, content experts and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's SBE-adopted Algebra and Algebra Readiness instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of the coaching services on student achievement. 	<p>Coaches/ Content Experts/Specialists <input checked="" type="checkbox"/> Type of instructional assistance. _____ Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: Teachers attend trainings in curriculum and instructional delivery at the District level and specialists work with teachers in the classrooms.</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>Monitoring Coaching System _____ Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists _____ X _____ Completed SBE-adopted materials-based training (identify which program[s]). _____ Completed ELPD.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation			Additional Comments				
School Plan for Assistance and Support to Teachers:	Mathematics	District support is provided through professional development specialists. Services are provided individually, group trainings and through classroom assistance. One specialist is available in the area of					

**California Department of Education
Academic Program Survey—High School Level**

Attach Appropriate Documentation.

Math and one in special education. An EL Specialist is in on site 50% of the time to work with staff.

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current district-adopted, grade nine and ten ELA standards-aligned materials and the SBE-adopted intensive reading intervention programs. Student achievement results from assessments (i.e., entry-level placement and diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in grade nine and ten ELA.</p> <ul style="list-style-type: none"> ▪ The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in intensive intervention, which replaces the core ninth or tenth grade English instructional programs. Students are appropriately assessed and placed in an SBE-adopted, intensive reading intervention instructional program following the district criteria. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. 	<p align="center">Key Components</p> <p><u>Ongoing Assessment and Monitoring System</u></p> <p>___X___ District supported electronic data management System.</p> <p>___X___ District-wide reporting and analysis of assessment results.</p> <p>___X___ School-wide reporting and analysis of assessment results.</p> <p>___X___ Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p>___X___ Common curriculum embedded/formative assessments in use school-wide.</p> <p><u>Training on Accessing and Using Electronic Data System</u></p> <p>___X___ Staff trained on using and accessing data from the electronic data system.</p>				

California Department of Education
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	<ul style="list-style-type: none"> Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	<p>Using Formative Assessments Results</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.</p> <p><input checked="" type="checkbox"/> School-wide assessment calendar developed and used.</p> <p>Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
<p>Documentation</p>		
<p>Examples of Curriculum-Embedded Assessments</p>	<p>ELA</p>	
<p>Sample Report of Assessments at the Following Levels:</p>		<p>Teachers and administrators have access to EADMS for analysis of assessment results. Due to different pace of continuation schedule, the assessments are given at different times than District calendar. There is an approved benchmark schedule for the school.</p>
<p>School:</p>		
<p>Classroom:</p>		

**California Department of Education
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																													
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7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted Algebra I and Algebra Readiness programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in Algebra I and Algebra Readiness.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. District/site placement criteria, including articulation with feeder schools/districts, determine student placement in the Algebra Readiness intensive intervention, which replaces the core Algebra I instructional programs. Students are appropriately assessed and placed in an SBE-adopted intensive Algebra Readiness instructional program following the district criteria. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. 	<table border="1"> <tr> <td colspan="5">Key Components</td></tr> <tr> <td colspan="5">Ongoing Assessment and Monitoring System</td></tr> <tr> <td><input checked="" type="checkbox"/> X</td><td colspan="4">District supported electronic data management system.</td></tr> <tr> <td><input checked="" type="checkbox"/> X</td><td colspan="4">District-wide reporting and analysis of assessment results.</td></tr> <tr> <td><input type="checkbox"/></td><td colspan="4">School-wide reporting and analysis of assessment results.</td></tr> <tr> <td><input checked="" type="checkbox"/> X</td><td colspan="4">Timely data from assessments available to and easily accessible by administrators and teachers.</td></tr> <tr> <td><input checked="" type="checkbox"/> X</td><td colspan="4" rowspan="2">Common curriculum embedded/formative assessments in use school-wide.</td></tr> <tr> <td colspan="5">Training on Accessing and Using Electronic Data System:</td></tr> <tr> <td><input type="checkbox"/></td><td colspan="4">Staff trained on using and accessing data from the electronic data system.</td></tr> </table>	Key Components					Ongoing Assessment and Monitoring System					<input checked="" type="checkbox"/> X	District supported electronic data management system.				<input checked="" type="checkbox"/> X	District-wide reporting and analysis of assessment results.				<input type="checkbox"/>	School-wide reporting and analysis of assessment results.				<input checked="" type="checkbox"/> X	Timely data from assessments available to and easily accessible by administrators and teachers.				<input checked="" type="checkbox"/> X	Common curriculum embedded/formative assessments in use school-wide.				Training on Accessing and Using Electronic Data System:					<input type="checkbox"/>	Staff trained on using and accessing data from the electronic data system.			
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California Department of Education
Academic Program Survey—High School Level

		<ul style="list-style-type: none"> Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	<p><u>Using Formative Assessments Results</u></p> <p>_____ Common curriculum embedded/formative assessments administered frequently.</p> <p>_____ School-wide assessment calendar developed and used.</p> <p>_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
Examples of Curriculum-Embedded Assessments	Mathematics	<p>Teachers and administrators have access to EADMS for analysis of assessment results. Due to different pace of continuation schedule, the assessments are given at different times than District calendar. There has been little use of the benchmarks and this has recently been addressed at the site level.</p>	
Sample Report of Assessments at the Following Levels:			
School:			
Classroom:			

**California Department of Education
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted ELA programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of ELA, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic. Progress monitoring, including frequent formative and curriculum-embedded. Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of ELA content standards for all students, including ELs and SWDs. 	<div style="text-align: center;">Key Components</div> Scheduled Structured Collaboration Meetings ___ 1___ Number per month. ___ X___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ___ Meetings are structured, protocols/tools are developed and used. ___ X___ Training for collaboration meeting protocols provided to teachers. ___ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. Collaborative Meeting Discussion Content ___ X___ Using and analyzing timely student common assessment results from all students. ___ X___ Strengthening program implementation. ___ X___ Designing and improving lessons and instruction. ___ Identifying research-based strategies to support specific skill needs of all students.				
	Documentation		Additional Comments				
	ELA						
Frequency and average length of meetings:							
Average attendance:							
Dates of meetings :							
Attach Appropriate Documentation.							

Due to a full WASC accreditation visit, much available time was used for focus group meetings. PLC meetings have begun with the hope of full implementation during the 2010-11 school year.

**California Department of Education
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.									
			Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%					
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meetings (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted Algebra Readiness and Algebra I programs.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of Algebra and Algebra Readiness, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic. Progress monitoring, including frequent formative and curriculum-embedded. Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of mathematics content standards for all students, including ELs and SWDs. 	<p align="center">Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <p><u>1</u> Number per month.</p> <p><u>X</u> All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p><u>X</u> Meeting protocols/tools are developed and used.</p> <p><u>X</u> Training for collaboration meeting protocols provided to teachers.</p> <p>Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p>Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p>Collaborative Meeting Discussion Content</p> <p>Using and analyzing timely student common assessment results from all students.</p> <p>Strengthening program implementation.</p> <p>Designing and improving lessons and instruction.</p> <p>Identifying research-based strategies to support specific skill needs of all students.</p>									
Documentation			Additional Comments									
Frequency and Average length of meetings:	Mathematics	Due to a full WASC accreditation visit, much available time was used for focus group meetings. PLC meetings have begun with the hope of full implementation during the 2010-11 school year.										
Average Attendance:												
Dates of Meetings :												
Attach Appropriate Documentation.												

**California Department of Education
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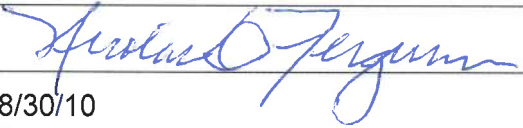
Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.														
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA and the Single Plan for Student Achievement (SPSA).	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in ELA, and ELD, are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>9.1</td> <td align="center">4 100%</td> <td align="center">3 At least 75%</td> <td align="center">2 At least 50%</td> <td align="center">1 Less than 50%</td> </tr> </tbody> </table>	Objective	Fully	Substantially	Partially	Minimally	9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p>Allocation of Funds District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds X The SPSA aligns to the goals and activities in the LEA Plan.</p>			
Objective	Fully	Substantially	Partially	Minimally													
9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%													
Documentation		Additional Comments															
Plan Uses All Revenues Appropriately	ELA	Only ELA categorical funds were allocated to the school for the 2009-2010 school year.															
Attach Appropriate Documentation.																	

**California Department of Education
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	<p align="center">Key Components</p> <p><u>Allocation of Funds</u> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> X The SPSA aligns to the goals and activities in the LEA Plan.</p>				
	Documentation		Additional Comments				
Plan Uses All Revenues Appropriately	Mathematics		Only EIA categorical funds were allocated to the school for the 2009-2010 school year.				
Attach Appropriate Documentation.							

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Moreno Valley Unified School District
Name of Authorized Executive:	Dr. Nicolas Ferguson
Title of Authorized Executive:	Interim Superintendent of Schools
Signature of Authorized Executive:	
Date:	8/30/10